

# D.C. Everest Area Schools

## Comprehensive

## Information & Technology Plan

2012-2015



**The D.C. Everest Area School District, in partnership with the community, is committed to being an innovative education leader in the developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.**

## EXECUTIVE SUMMARY

Short and long-range planning is critical to the operations of any organization. A three-year plan spans multiple generations in the technology world. As we look back and look forward, we are amazed at what we have accomplished, and we can only wonder at how technology will influence the way we live and learn in the next three years. This plan lays the groundwork for the future.

In May 2011, D. C. Everest was selected by the Wisconsin Technology Initiative as one of five school districts in Wisconsin to be designated as a Lighthouse District for Technology. With this honor comes responsibility. We cannot rest on our past success but must look for ways to boldly transform our classrooms into learning spaces for the 21<sup>st</sup> Century.

The Comprehensive Technology Plan for 2012 - 2015 guides student and staff instructional use as well as infrastructure, data management, and staff development needs. Wrapped into one document, this plan includes people, processes, learning resources, policies, connectivity, servers, software, and administrative tools.

Now more than ever, there is a critical state and national focus on improving our educational systems. The intent of this plan is to establish a cohesive district focus related to technology use that will ensure efficient and effective use of district resources, provide relevant and progressive experiences for students, and provide maximum productivity for staff members. This document represents an ongoing process of planning and is updated on an annual basis.



## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>II</b>
<b>INTRODUCTION</b>	<b>1</b>
RELEVANT RESEARCH BASE	1
MISSION AND VISION STATEMENTS	3
<b>BACKGROUND INFORMATION</b>	<b>4</b>
SCHOOL/DISTRICT AND COMMUNITY DEMOGRAPHICS	4
STAKEHOLDERS AND COMMUNITY RESOURCES	6
ADULT LITERACY	8
<b>CURRENT STATUS/NEEDS ASSESSMENT</b>	<b>9</b>
OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING PROCESS	9
PREVIOUS PLAN GOALS	9
ASSESSMENTS REFLECTING ON WISCONSIN FOCUS AREA	10
<i>Student Proficiency</i>	10
<i>Staff Proficiency</i>	10
<i>Effective Teaching and Learning Practices</i>	12
<i>School Library Collection</i>	15
<i>Access to the Information Resources and Learning Tools</i>	16
<i>Systems Support and Leadership</i>	22
<i>Resources and Fixed Assets</i>	24
<b>PROGRAM GOALS AND OBJECTIVES</b>	<b>29</b>
INSTRUCTIONAL MEDIA AND CURRICULAR GOALS AND OBJECTIVE	29
COMMUNICATION AND INFORMATION ACCESS GOALS AND OBJECTIVES	29
STAFF TECHNOLOGY COMPETENCY GOALS AND OBJECTIVES IN SUPPORT OF STUDENT LEARNING	30
ADMINISTRATIVE AND MANAGEMENT GOALS AND OBJECTIVES	31
<b>IMPLEMENTATION ACTION PLAN</b>	<b>32</b>
IMPLEMENTATION ACTION PLAN AND BUDGET	32
<b>MONITORING PROGRESS AND EVALUATING THE PLAN</b>	<b>39</b>
MONITORING AND EVALUATION PROCESS	39
ONGOING PLANNING	40
PROCESS AND TIMELINE FOR ONGOING, LONG-TERM PLANNING	40
<b>PROCEDURES AND POLICIES</b>	<b>40</b>
<b>CONCLUSION</b>	<b>41</b>
<b>APPENDICES</b>	<b>43</b>

**APPENDIX A: 2008 – 2011 TECHNOLOGY PLAN SUMMARY**

**APPENDIX B: SURVEY RESULTS**

**APPENDIX C: DISTRICT TECHNOLOGY POLICIES**

**APPENDIX D: LIBRARY MEDIA CENTER RESOURCES**

**APPENDIX E: HARDWARE, SOFTWARE, SERVER AND NETWORK SUMMARIES**

**APPENDIX F: NETWORK MAPS**

**APPENDIX G: DISTRICT TECHNOLOGY JOB DESCRIPTIONS**

**APPENDIX H: TECHNOLOGY RUBRIC**

# INTRODUCTION

## *Relevant Research Base*

Student achievement is measured statewide, and school districts are held accountable for the success of its students. Technology is recognized as a viable tool in assisting students to reach new levels of understanding and in expanding methods of communicating with others around the world. The effective integration of technology at D. C. Everest has:

- Allowed teachers to address varied learning styles of their students through the increased use of video, computer, and communication systems.
- Provided resources that focus instruction on problem solving and critical thinking skills.
- Provided resources that enhance the creative ability of both the student and the teacher.
- Made curriculum content immediate and relevant to students while strengthening their abilities to function in an information-based society through access to electronic communication systems.
- Motivated students by making learning relevant to their personal lives.
- Fostered collaboration among students and teachers.
- Allowed students an opportunity to take charge of their own learning.
- Prepared students for life in the 21<sup>st</sup> Century.

The D. C. Everest District looks for ways to leverage resources that impact teaching and learning. All new initiatives are based on relevant research-based practices. With respect to technology in the classroom, we have been fortunate to participate as a consortium with six other school districts. Approximately twelve years ago, the technology leaders in the school districts of Athens, D. C. Everest, Edgar, Marathon, Stratford, and Wausau met to brainstorm issues common to all districts relative to technology. Rib Lake joined us in 2009.

All districts have made a strong commitment to use the EETT funds to purchase hardware, software, and other resources that all students and teachers need to be successful. These resources improve student academic achievement and improve the capacity of our teachers to integrate technology in their lessons. More importantly, these districts have made high-

quality, sustainable staff development for teachers, administrators, and support staff a priority and a reality.

Technology mentors from the consortium districts meet monthly, share training ideas, and also share lessons and products that teachers create. Yearly, mentors participate in professional dialogues by reading and discussing current literature and periodicals. Articles and book reviews are shared with the understanding that student achievement is about more than using a computer to complete an assignment. Most recently, consortium members have used Using Technology with Classroom Instruction that Works by Howard Pitler, et. al. and Teaching with the Tools Kids Really Use by Susan Brooks-Young.

Mentors are moving teachers and our “millennial generation” of students to an environment where information is instantly accessible and flourishes in an interactive, multimedia, multitasking environment. The pervasive growth of online opportunities for both students and adults helps to drive this technology plan for the next three years. Instructional design, staff development, and network quality are just some of the issues that we must grapple with as we move forward and educate students in appropriate and effective ways for their generation. Whether our classes are blended or a total online experience, we must be intellectually ready and fiscally prepared to move forward.

The D. C. Everest District has recently been recognized as a Lighthouse District for Technology by the Wisconsin Technology Initiative. With this award comes great responsibility to not only implement new technologies in our classrooms but also to track what works best in our quest for increased student engagement and student achievement. We have long had a tradition of classroom excellence, and we will have an opportunity as a Lighthouse District to share our successes relative to technology integration strategies with other schools in Wisconsin and beyond.

### ***Mission and Vision Statements***

This District Mission Statement was created as part of a comprehensive strategic planning process: *D. C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.*

The K-12 Information Technology Committee created the following Mission Statement: *The information technology program shall provide resources and services to support the District's goals and objectives and offer educational opportunities that foster the development of lifelong learners.*

Our vision for technology is *to provide opportunities for all students to acquire knowledge and skills necessary for productive participation in an evolving technological society.*

## **BACKGROUND INFORMATION**

### ***School/District and Community Demographics***

D. C. Everest Area School District, in operation since 1950, is a K-12 district operating six elementary schools, one middle school, one junior high and one senior high school. In addition, there is an environmental center and a community field house that was completed in November 1998. There are approximately 5,700 students who reside in small communities that cover 162 square miles. The district currently employs 460 certified staff and nearly 255 support staff. In addition, the Community Services program employs approximately 25 individuals.

The D. C. Everest District stresses quality instruction. It has embraced initiatives in the Effective Instruction, Cooperative Learning, and Understanding by Design models. All teachers and administrators are now aggressively learning about the new Common Core State Standards and how those standards will influence our classroom practices and our curriculum. The teachers and support staff have enthusiastically embraced technology as a powerful classroom tool.

Student academic achievement is always at the top of our list of priorities. Our School Board has a robust list of goals that span a five-year period. Our WKCE scores continue to rise. We exceed all state averages in all grade levels and content areas. We have a Satisfactory rating in all categories for Annual Yearly Progress, and there are no schools in need of improvement.

Building and district-wide committees meet regularly to prioritize goals relative to technology acquisition and use. Building-level technology committees supplement the district-level committee found on Page 5. Students also have opportunities to submit ideas for technology changes and upgrades.

### District Technology Planning Committee Members

Dr. Lois Alt*	Assistant Superintendent, Curriculum, Instruction, & Technology
Robin Gettelman*	Lead Instructional Media Specialist
Cory Jaeger*	Network Manager
Tracy Ravey*	Technology Secretary
Pauline Schield*	Information Systems Supervisor
<b>Core Team Members *</b>	
Dr. Jennifer Zynda	Director of Pupil Services
Dr. Julianne Fondell	Principal/Director of Assessment and Staff Development
Ronald Foreman	Lead Elementary Principal
Fritz Lehrke	Elementary Principal
Patricia LesStrang	Elementary Principal
Rick Koepke	Elementary Principal
Dr. Patrick Phalen	Elementary Principal
Dr. Casey Nye	Middle School Principal
Steven Pophal	Junior High Principal
Dr. Thomas Johansen	Senior High Principal
Scot Abel	Science Curriculum Coordinator
Paul Aleckson	Social Studies Curriculum Coordinator
Penny Antell	K-5 Literacy Coordinator
Diane Goetsch	Fine Arts Curriculum Coordinator
Aaron Hoffman	Career and Technical Education Curriculum Coordinator
Jennifer Rauscher	Language Arts/World Language Curriculum Coordinator
Mark Schommer	Math Curriculum Coordinator
Karen Wegge	Phy Ed Curriculum Coordinator
Marie Wardall	Instructional Media Specialist, 21 <sup>st</sup> Century Classroom Mentor and SMART Trainer
Jennifer Gipp	Business Education Teacher, 21 <sup>st</sup> Century Classroom Mentor and Author
Sue Benes	Instructional Media Specialist and 21 <sup>st</sup> Century Classroom Mentor
Craig Braunel	Instructional Media Specialist and 21 <sup>st</sup> Century Classroom Mentor
Jane Rosewicz	Elementary Teacher and 21 <sup>st</sup> Century Classroom Mentor
Jim Dahlgren	Business Education Teacher and 21 <sup>st</sup> Century Classroom Mentor
Sarah Merz	Grade 3 and 21 <sup>st</sup> Century Classroom Teacher
Jeffrey Bergstrom	Social Studies and 21 <sup>st</sup> Century Classroom Teacher
Reagan Hadaway	Grade 3 Student
Miranda Hogan	Grade 8 Student
Hannah Johnson	Grade 11 Student
Diane Kee	Grade 11 Student
Matthew Schield	Grade 11 Student
Joey Lukasik	Grade 11 Student
Bryan Lampkin	Grade 12 Student

These committees feel that integration of technology in the classroom should:

- ❖ Expand classroom tools for teaching and learning.
- ❖ Provide for the integration of multiple resources for existing and emerging curriculum.
- ❖ Enable the learners to communicate more effectively, access and process information, and work productively.
- ❖ Link the classroom with educational resources within the building, the community and the world.
- ❖ Create an engaging, collaborative environment for project-oriented activities.
- ❖ Increase the productivity of students as they work toward attaining the Common Core State Standards.
- ❖ Encourage the use of multimedia tools enabling students to become active and experiential learners.
- ❖ Enable learning to involve partnerships within the school, among schools, and with other organizations around the world.

### *Stakeholders and Community Resources*

The community is supportive of the D. C. Everest District and its programs. It shows evidence of that support through attendance at school events and contributions in time and money to district initiatives. Many D. C. Everest graduates live in the community and work in the school district. There is a strong sense of pride in the District.

Stakeholders include students, parents, and staff, as well as the business community where many of the students will eventually live and become employed. The community has been extremely generous in support of a variety of programs. The elementary school PTO organizations yearly raise thousands of dollars for school projects—often directly related to technology. The business community several years ago contributed over half the construction

costs of a 5.8 million dollar athletic/classroom facility. The referenda for the new middle school and for the new elementary school passed the first time they went to the voters. Five years ago, a community fund-raising group provided over \$750,000 in donations for a new artificial turf football field as well as upgrades to most of the other sports facilities in the District.

D. C. Everest is one of the few school districts in the state that has experienced yearly, consistent growth patterns. While current enrollments are somewhat flat, a new hospital opened within the district boundaries, and the industrial park is continually expanding with new business ventures. In addition to monetary contributions, community organizations offer their time and talents in the form of guest speakers, mentors, and job sites for our students.

The University of Wisconsin – Stevens Point, Northcentral Technical College, CESA 6, CESA 9, WISCNET, Appleton School District, Viterbo University, and Marian University also play important roles in technology development in this district. Students and staff members take classes offered by these institutions, and Everest staff members often present technology-related sessions as well. In addition the District has a long-standing tradition of collaboration and community project development with the Leigh Yawkey Woodson Art Museum, the Marathon County Historical Society, the Marathon County Public Library, and the Wausau Early Bird Rotary Literacy Project.

D. C. Everest teachers and technology staff members continue to share their expertise on the use and support of technology in the classroom. In April 2011, D. C. Everest was recognized as a Lighthouse District for Technology by John and Tashia Morgridge of the Wisconsin Technology Initiative. This award recognizes D. C. Everest as a leader in the innovative use of technology in the classroom and positions us to receive substantial funding to continue the creation of 21st Century classrooms. With this award comes responsibility. We are expected to

be a state and regional leader in staff development for classroom technology use, and we welcome that challenge and opportunity. We value research-based initiatives and do not hesitate to share with others what has worked well for us.

### ***Adult Literacy***

The D. C. Everest School District is committed to supporting lifelong learning and adult literacy. Literacy extends beyond the basic ability to read and write. In today's society, it includes information and technology skills and the ability to communicate globally. The D. C. Everest Community Services program has for many years offered classes and programs to community members. In addition, all technology staff development sessions offered outside of the school day are available for community member participation. We hope that community members will participate in order to:

- ❖ Increase their personal productivity using technology.
- ❖ Learn how technology can enhance the education of students in this district.
- ❖ Upgrade personal technology knowledge in order to increase effectiveness in the workplace.

For these reasons, a community technology training center was established in the Greenheck Field House which is adjacent to the Senior High School. Our plans are in progress to expand on the capacity of this lab to a larger facility that serves a wider audience. The Community Services Department and the Technology Department sponsor community technology training sessions for any adult willing to participate. In addition, the training center lab as well as other district labs are available for community use during non-school hours.

## **CURRENT STATUS AND NEEDS ASSESSMENT**

### ***Overview of the Educational Technology Planning Process***

Since 1993, D. C. Everest Area School District has been planning for the acquisition and use of technology. Because there has been consistent planning on several levels, the D. C. Everest District has:

- recently completed the implementation of the 2008 - 2011 state-approved technology plan.
- wired all classrooms and offices in the district with Category 5 or Category 6 cabling.
- created wireless networks in all District facilities.
- created a high-speed fiber WAN between buildings and updated LANs within buildings.
- updated all administrative applications so that student and financial data can be accessed from anywhere in the district.
- encouraged students and staff to use web-based tools for teaching and learning as well as for communication.
- provided aggressive and on-going staff development related to curriculum development and technology.

### ***Previous Plan Goals***

A complete summary of the 2008 - 2011 Technology Plan is found in Appendix A. We are proud that the plan was completed as designed. While a plan of this magnitude is a work in progress, we continue to have the support of the School Board as we move from one phase to the next in our planning.

## *Assessments Reflecting on Wisconsin Focus Areas*

### Student Proficiency

Students are assessed as to their technology/information skills as a routine part of the regular curriculum. Students are asked to demonstrate their technology/information skills by completing a wide variety of projects at all grade levels. The National Educational Technology Standards (NETS) provide the framework for classroom teachers to know what students should know and be able to do at each grade level. In addition, the new Common Core State Standards provide robust guidelines for student achievement. Many of those expectations directly relate to the efficient use of technology.

Our eighth grade students participated in the NEXT Generation Assessments in Fall 2010. We had a nearly equal percentage of males and females who responded. Over 95 percent of the students reported that technology was used in their classrooms to enhance the curriculum. Overall 64 percent of the students were judged to be at the proficient or advanced levels of technology use. A copy of the survey results is found in Appendix B.

Keyboarding instruction is now offered to all second graders. All sixth graders complete a required semester course in computer applications. All eighth graders complete a nine-week computer class that integrates their computer skills into real-world activities.

Students with special needs have access to many devices and programs to assist them in meeting the requirements of their IEP's. Speech-to-text and scanning hardware and software are used throughout the District. Many software programs are purchased to meet specific curricular objectives of special needs students. ELL students benefit from language-specific software when appropriate. We have aggressively developed intervention strategies and alternative delivery options for our underserved students as well as for students who need rigorous courses

offered in alternate formats. Students are offered the opportunity to take online courses through Appleton Connections Academy, Appleton eSchool, Wisconsin Virtual School or by signing up for our district-delivered blended courses.

### Staff Proficiency

All new staff are expected to be proficient in technology skills when they are hired. They are asked to show evidence of that proficiency during the hiring process.

The teachers, administrators, and support staff in the D. C. Everest School District are required to set three or four yearly goals. One of those goals is often related to technology. The supervisor and the teacher meet at the beginning of the year and formulate a plan to meet the goals. Through the supervision and conferencing process, progress on the goals is discussed several times during the year. An end-of-year evaluation summarizes improvements and needs for the coming year.

The following NETS for Teachers serves as a framework for personal growth. Staff development sessions are created, and staff members set individual yearly goals.

## **NETS FOR TEACHERS**

### **1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

1. promote, support, and model creative and innovative thinking and inventiveness.
2. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
3. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

4. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

## **2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

1. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
2. develop technology-enriched learning environments that enable all students to pursue their individual curiosities, become active participants in setting their own educational goals, manage their own learning, and assess their own progress.
3. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
4. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

## **3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

1. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
2. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
3. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
4. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

## **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

1. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the

appropriate documentation of sources.

2. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
3. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
4. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

## **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

1. participate in local and global learning communities to explore creative applications of technology to improve student learning.
2. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
3. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
4. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

As part of our needs assessment, teachers and administrators completed Zoomerang surveys in January 2011. A copy of these surveys is included in Appendix B. There were specific gains in math when using technology-supported lessons with document cameras, projectors, and SMART Boards. We also observed increased performance in social studies project development by junior high students who had been exposed to robust technology lessons as elementary students.

## Effective Teaching and Learning Practices

All elementary classrooms and labs have access to a variety of software in all curricular areas. Teachers preview software before purchasing so that they know how the software can be used and can see the support materials available with the program. The Instructional Media Centers have many electronic resources available to the students as well as Internet access. Classroom teachers teach keyboarding in the second grade in all schools. All of the K-5 buildings have electronic keyboards for music.

Students in grades 6 through 12 have many opportunities to use technology. There are numerous labs in all three buildings, and wireless access is available for student or teacher-owned devices. Whether students are accessing Web 2.0 tools or building multimedia projects, they are actively involved in the use of technology. Computer applications classes that stress the application of technology to real-world problems are required in grades six and eight. There are many elective classes at the junior high and senior high that utilize technology, and all required classes require reports and projects to be word-processed and stored in a digital format. Computer Repair and Maintenance is a Senior High course open to students in grades 10 through 12. Web page creation and web site management classes are offered as electives for high school students.

Many teachers are utilizing our Moodle server to offer online teaching and learning. In the 2010 – 2011 school year, we offered three blended classes as a pilot experience for senior high students. We offered classes in physical fitness, AP statistics, and global studies. All classes were well received and will be offered again next year. In addition, health is offered in Summer 2011 as a blended class. In all cases, students attend a portion of the class face-to-face and take a portion in an online format.

Students have many opportunities to use technology in required as well as extracurricular activities. Each eighth grade student is required to participate in History Day, and many of these students choose a technology-related project to communicate the theme. Students at the senior high who participate in History Day often choose very complex video editing tasks as part of

their project and in many cases have advanced to national competition with their projects. Future Business Leaders of America, DECA, and finance students compete in computer-related contests for regional, state, and national events.

The Internet plays a vital role in the delivery of instruction. The Library Media Specialists meet with all students to give them the basic skills, and the classroom teachers provide content-rich projects for the students to complete. Classroom teachers and LMC staff also teach Internet safety and acceptable use strategies.

Student attendance is taken using the District's student information system (SIS). Guidance counselors at all three secondary buildings complete student scheduling utilizing this system. Our Supervisor of Information Systems is on the statewide committee to choose a new SIS for Wisconsin school districts. Secondary schools use EdLine to communicate attendance, assignments and grades to parents. A high percentage of our elementary teachers utilize web pages to communicate expectations and class projects to parents.

Science classes utilize the Vernier Physical Science materials to analyze data and run a variety of simulations. The applied physics class has access to hardware and software that simulates a variety of physics principles. The biology classroom has a program to do electronic dissections.

The Technology Education Department has been a leader in bringing practical applications to the students. Automotive students have access to the same DVD system that automotive technicians use when they service and repair cars. A computer-aided-design (CAD) lab with 25 computers is updated every two years to stay current with the business world.

Many of the courses in the Career and Technical Education Department are articulated with Northcentral Technical College. Students may receive advanced standing credit for taking the D. C. Everest classes if they meet the requirements.

Students and staff sign the Acceptable Use Policies found in Appendix C.

### School Library Collections

The library collections for each building are summarized in Appendix D. Titlewise Collection Analysis and Mackin Bound to Stay Bound are tools used in our schools. According to our selection policy, instructional materials should:

1. stimulate thinking, provide facts, and contribute to students' intellectual, emotional, and social development.
2. contain ideas and information that enable students to make judgments and decisions relating to their daily lives.
3. present a diversity of viewpoints on controversial issues.
4. represent the values, perspectives, and contributions of the many cultural, ethnic, religious, and other groups which constitute society.
5. include a variety of communication formats to accommodate individual learning styles, and to provide students with the opportunity to develop skills in analysis and critical evaluation.
6. encourage students to read, view, and listen for personal pleasure and recreation, fostering a life-long appreciation of such activities.

While the selection process involves the input of many stakeholders, the actual selection and purchase of LMC materials is the responsibility of the certified Library Media Specialist for each school.

### ***Access to the Information Resources and Learning Tools***

#### ***Facilities: Elementary Schools***

Each elementary school has computer labs as well as high speed multimedia computers in each classroom. All offices and classrooms are wired for 10/100 ethernet traffic. Fiber connects all wiring closets. File servers deliver network applications. There is a local area network in each building, and all schools are connected together via a fiber wide area network. All elementary buildings have wireless access throughout. There are high-speed computers in every

classroom and office throughout the building, and filtered Internet access is available to all users.

Each classroom in our elementary schools is equipped with a projector, SMART Board, computer, and document camera. iPads, mini laptops, audio systems, cameras and other digital tools are also available for teachers and students.

*Facilities: Secondary Schools*

D. C. Everest Middle School is equipped with six traditional computer labs. The infrastructure was created to make the most of wireless networking, and laptops or other devices can be used in virtually any location in the building as well as in the immediate outdoor areas adjacent to the building. There are high-speed computers in every classroom and office throughout the building, and filtered Internet access is available to all users.

D. C. Everest Junior High has three classroom labs, two labs in the Library Media Center and three wireless mobile labs. There are high-speed computers in every classroom and office throughout the building, and filtered Internet access is available to all users. Junior High classrooms are gradually being equipped with projectors, SMART Boards, document cameras, and student response systems.

D. C. Everest Senior High has 12 computer labs for use in all curricular areas. There are also two wireless laptop carts available for checkout. There are high-speed computers in every classroom and office throughout the building, and filtered Internet access is available to all users.

As is the case in the rest of the buildings, there is a robust collection of SMART Boards, projectors, document cameras, and printers as well as subject-specific peripherals that enhance student learning. iPads, mini laptops, audio systems, cameras and other digital tools are also available for teachers and students in all secondary schools.

### *Facilities*

Libraries: The D. C. Everest District is fortunate to have fully staffed and functioning libraries in all of its buildings. Collections are current, and all library media specialist are trained and certified in collection development. There are computer labs in all libraries in all buildings.

The role of the Library Media Center (LMC) in the D.C. Everest Area School District is to provide a point of access to information and ideas for students and staff. It is the responsibility of the LMC to provide a wide variety of materials and resources necessary to accomplish the goals and objectives of the district. We acknowledge each student's needs by providing materials at various levels. The LMC program strives to provide current materials with a wide range of appeal and differing points of view to support the curriculum, encourage independent study, foster literacy and life-long learning skills, and promote personal reading enjoyment. The underlying philosophy of selection is to include materials for their strengths and avoid excluding materials for their limitations.

A summary of all library media centers in the D. C. Everest District is found in Appendix D. This summary includes information on demographics, staffing, and collections. Located in Appendix C is the process for selection and reconsideration of instructional materials. At least once per year, all Library Media Specialists (LMS) along with appropriate support staff review their collections, analyze the data, and plan for additions to the collection that will meet the needs of the students and further the literacy goals of the D. C. Everest Area School District. Below is a summary of each building's library resources.

Hatley Elementary: Hatley Elementary serves the K-5 students in the most rural sections of our district. The LMS meets with classroom teachers to work collaboratively on classroom-specific projects that encourage students to access, organize, and present not only information that already exists but also to encourage the development of self-initiated knowledge. The LMS

teaches the students the various genres of literature, the joy of reading, language development, technology literacy skills and much, much more. This library, like the rest of the K-5 libraries in the District moved from a traditional Follett environment to the open source web-based automation system, KOHA, in Fall 2008.

Evergreen Elementary: This elementary school of 461 K-5 students has an open-concept Library Media Center in the middle of the building. Its open environment lends itself to constant student and teacher interaction. The LMS meets with classroom teachers to work collaboratively on classroom-specific projects that encourage students to access, organize, and present not only information that already exists but also to encourage the development of self-initiated knowledge. The LMS teaches the students the various genres of literature, the joy of reading, language development, technology literacy skills and much, much more. This library, like the rest of the K-5 libraries in the District moved from a traditional Follett environment to the open source web-based automation system, KOHA, in Fall 2008.

Mountain Bay Elementary: Mountain Bay opened five years ago and serves 460 students and approximately 60 staff members. It is technology-rich and enjoys the benefits of new construction and a new library collection. The LMS is a technology mentor and a SMART Certified Trainer who is highly skilled in assisting teachers and students. The LMS meets with classroom teachers to work collaboratively on classroom-specific projects that encourage students to access, organize, and present not only information that already exists but also to encourage the development of self-initiated knowledge. The LMS teaches the students the various genres of literature, the joy of reading, language development, technology literacy skills and much, much more. This particular LMS serves as a resource and mentor, not only to our district, but also to other media specialists throughout the country.

Riverside Elementary: Riverside has an open-concept Library Media Center in the middle of the building. Its open environment lends itself to constant student and teacher interaction. The Library Media Specialist meets with classroom teachers to work collaboratively on classroom-specific projects that encourage students to access, organize, and present not only information that already exists but also to encourage the development of self-initiated knowledge. The Library Media Specialist teaches the students the various genres of literature, the joy of reading, language development, technology literacy skills and much, much more. As is the case in our other libraries, there are numerous themes throughout the year to raise awareness and interest of special topics. This library, like the rest of the K-5 libraries in the District moved from a traditional Follett environment to the open source web-based automation system, KOHA, in Fall 2008.

Rothschild Elementary: Rothschild Elementary serves 419 students and 50 staff members. The Library Media Specialist meets with classroom teachers to work collaboratively on classroom-specific projects that encourage students to access, organize, and present not only information that already exists but also to encourage the development of self-initiated knowledge. As is the case in our other libraries, there are numerous themes throughout the year to raise awareness and interest of special topics. We implemented KOHA at this location in the 2007-2008 school year, and this LMS also serves as technology mentor and SMART trainer to the other teachers in the District.

Weston Elementary: The Library Media Center (LMC) at Weston is a hub for activity in the school. The Library Media Specialist meets with classroom teachers to work collaboratively on classroom-specific projects that encourage students to access, organize, and present not only information that already exists but also to encourage the development of self-initiated

knowledge. There are many events that take place in the LMC that directly relate to literacy and information technology.

D. C. Everest Middle School: The Middle School opened nine years ago with a high-tech library and outstanding resources. The LMS meets with classroom teachers to work collaboratively on classroom-specific projects that encourage students to access, organize, and present not only information that already exists but also to encourage the development of self-initiated knowledge. The collection is constantly updated, and the LMC is a hub for the entire building. This library will move to KOHA in Fall 2011.

D. C. Everest Junior High: In addition to an extensive collection, the media center at the junior high is home to two computer labs. The LMS works with all teachers on projects, but the junior high has a specific building-wide focus on local, state, and national History Day projects. These projects are cross-curricular in nature, and utilize a wide range of print, non-print, and technology resources. The collection is updated yearly. The LMS serves as the district coordinator for library services. This library will move to KOHA in Fall 2011.

D. C. Everest Senior High: The media center at the senior high is also home to a computer lab, and the LMS assists students and classroom teachers on a wide range of topics. Collaboration is the key to success in a secondary school environment as the curricular needs of students and teachers are constantly changing. The senior high schedule allows for built-in teacher collaboration time each week. This opens up more options for interdisciplinary work and resource development. The LMC is a key player in this work. The senior high will also move to KOHA in Fall 2011.

All Library Media Centers in the District utilize District funds as well as Common School Funds to maintain up-to-date, balanced and diverse collections. Collections are weeded and

replaced when appropriate, and staff input is sought so as to always have age and content-appropriate materials on hand for student use. In addition, many professional resources are purchased each year for teacher use in professional development.

A summary of K-12 technology-related courses and projects in the D. C. Everest Schools is found on page 28.

### *Interoperability*

Our data systems are robust and allow us to manage information from human resources to student information. Our web master has created an in-house data warehouse that allows teachers to see assessment scores of all kinds for each student as they progress through the grades. EdLine, the parent communication tool, interfaces with both the student information system and our grade book to allow parents to check online daily to see how their children are achieving as well as to keep track of their attendance and tardy patterns. Library automation is described elsewhere in this plan but also interfaces with our student information system. Food services and our HVAC system are also automated.

### Systems Support and Leadership

#### *Administrative Support*

Administrators are highly trained not only in the appropriate and effective use of District technology resources, but also in the classroom applications of technology. Administrators are trained to guide the effective use of technology and use the rubric found in Appendix H to gauge whether or not teachers and students are using tools that are engaging and appropriate for the curriculum being delivered. Technology is not used for technology's sake but rather to support, extend, refine and enhance the curriculum with the end result being increased student achievement.

### *Evidence of Alignment with Local Curricula and Course Content Standards*

From our yearly test scores, our common assessments, and other assessment data collected, our students are achieving at high levels in all areas. We have met AYP once again in all sub categories and in all grades for the 2010-2011 school year.

### *Professional Development Opportunities*

Professional development is ongoing and robust. As a Lighthouse District for Technology, we are charged with not only supporting our own staff but also to offer training to other schools in the region. We begin every summer with our InTech Academy and continue throughout the year with ongoing courses. We employ six technology mentors, five of whom will be fully certified SMART trainers by the end of August 2011. These mentors offer one-on-one, small group, and large group sessions. A list of our current training courses can be found at <http://staffdev.dce.k12.wi.us/>. This list is updated monthly.

We are in the design phase of creating a regional technology training center to be accessible to other districts in the region. We plan to have telecommunications options available.

### *Qualified Professional, Clerical, and Technical Staffing*

We are fortunate to have a robust technical staff to support technology. Our current Technology Team is made up of the following:

Lois M. Alt, Ed.D., Assistant Superintendent, Curriculum, Instruction & Technology  
Pauline Schield, Information Systems Supervisor  
Cory Jaeger, Network Manager  
Sengsai Thao, Information Systems Specialist  
Tommy Lo, Sr. High Systems Support Technician  
Hershel Webb, Jr. High and K-5 Systems Support Technician  
Patti Schneider, Middle School and District Systems Support Technician  
Jeff Busha, District Webmaster  
Phyllis Baumann, Software Support Technician  
Tracy Ravey, Technology Secretary

Whatever we create, we must be able to support. We utilize K-12 Tracker to track all technical service requests. We process over 2,000 requests for assistance every school year to address hardware, networking, and software installation needs. At this time, we feel that our technical support staff is adequate to sustain our network. Complete job descriptions are found in Appendix G.

We are fortunate to have library media specialists in all buildings. They are:

Marie Wardall	Mountain Bay Elementary
Sheila Dembowski	Riverside Elementary
Craig Braunel	D. C. Everest Senior High
Beth Martin	D. C. Everest Middle School
Sharla Neville	Evergreen Elementary
Sue Benes	Rothschild Elementary & Hatley Elementary
To Be Hired	Weston Elementary
Robin Gettelman	D. C. Everest Junior High and District Library Media Specialist

### Policies

There are numerous technology policies in place to address hardware and software purchasing as well as the appropriate use of technology. Policies address Internet safety, acceptable use, materials selection and reconsideration and much more. All policies are found in Appendix C.

### Resources and Fixed Assets

#### *Alignment of CCSS to the D. C. Everest Curriculum*

Curriculum Coordinators and Library Media Staff are working to align the new Common Core State Standards to all areas of the curriculum. This is a work in progress and is constantly updated. Curriculum documents are created and stored on Eclipse.

### Learning Tools

Maintaining up-to-date software inventories continues to be a major focus. Additional software is acquired as funds are available and as curriculum needs are addressed. A district policy for software purchase and installation is found in Appendix C. Standardization of software packages is encouraged whenever possible to facilitate installation and support. A complete software license binder is kept in each building but licenses are managed at the district level to ensure compliance. Documentation includes the purchase order and the official license document for each title. A sample inventory is included in Appendix E. Web-based subscriptions are encouraged when appropriate to allow for broader access.

### Hardware

Hardware inventories are stored on the district administrative server. As new hardware is acquired, the data is entered into the data base as a part of the district's asset management program. A sample hardware inventory is found in Appendix E.

The district has standardized on ByteSpeed computers running the Windows 7 operating system. We also support Macintosh computers if they are iMac or better with OS X or better. While there continues to be hardware that is older than either of these standards, all new workstations conform to the new policy. Desktop computers, monitors, laptops, mini laptops, iPads, printers, document cameras, security cameras, servers, switches, and other devices are purchased by the Technology Team in order to maintain consistency. Extended warranties are included with all purchases.

### Instructional Resources

Additional learning tools and resources are available in each building. Items include digital cameras, printers, scanners, SMART Boards, digital projectors, handheld computers,

digital voice recorders, digital music labs, iPods, classroom response systems and the more traditional TV/VCR/DVD units.

More importantly, there is a constant emphasis in this district on staff development so that if resources are available to classroom teachers, they know how to use them. Every summer for the past ten years we have offered a Technology Academy. The format is to provide hardware and software to each participant and use the week-long academy to teach them how to use the resources effectively in their classrooms.

Whenever we offer staff development, we provide the resources that go with it for the classroom. New for 2011-2012 will be a district-wide subscription to Atomic Learning. This online training resource will be available to all teachers, support staff, students, and parents in the District.

As a Wisconsin Lighthouse District, we have the added responsibility of offering training to not only D. C. Everest staff but also to the entire region. We are in the process of creating a regional training center that will be fully equipped to offer training on a wide range of topics and interests to not only school districts but also to businesses in the Central Wisconsin area.

#### Telecommunications and Technology Infrastructure

The Senior High, Greenheck Field House, and Administration Building are connected via district-owned fiber. Charter Business Networks provides the fiber connection for all buildings with the exception of our most remote locations. A by-building assessment of our networking infrastructure and a complete wide area network diagram are found in Appendix F.

We operate a heterogeneous network of systems running Novell Netware, Microsoft Windows 7, Linux, Microsoft Windows Server, and Sun Solaris operating systems. We utilize GroupWise as our e-mail system, which all district employees can access. All buildings have

Internet access that is filtered by SquidGuard. Sophos anti-virus protects our systems from viruses. We are in the process of moving to Google Apps for Education and will have e-mail capabilities for our students in Fall 2011.

We have created a district web page that can be found at <http://www.dce.k12.wi.us>. The web page is continually updated. We have added an e-class section to allow students and parents to access class work from anywhere in the world. More information can be found at <http://www.dce.k12.wi.us/e-class> and <http://moodle.dce.k12.wi.us>.



PK-5



6-7



8-9



10-12

PK-5		6-7		8-9		10-12	
Grade 2 Keyboarding Required (3 Weeks)	Word Processing Story Writing	Grade 6 Computer Applications (Required)	Science - Data Collection and Analysis	Math - Problem Solving SMART Boards	Science - Data Collection and Analysis	Math - Problem Solving/ SmartBoards	
Drill and Practice - All subjects	Desktop Publishing	Filtered Internet Use	English - Word Processing Skype	Social Studies Word Processing Multimedia	English - Word Processing & Desktop Publishing	Social Studies Oral Histories Published Books	
Filtered Internet Use	WebQuests	Multimedia Presentations	Art/Music Graphics/Music Composition	Phy Ed - Health and Fitness Apps	Art/Music Graphics/Music Composition	Phy Ed - Health and Fitness Apps	
Multimedia Presentations	Web 2.0 Tools	Podcasts	World Language Literacy Skills/ Composition	Filtered Internet Use in All Disciplines	Business Ed/Mktg WP/SS/DB/ Multimedia Web Pages	World Language Literacy Skills/ Composition	
SMART Boards Student Response Systems	Integrated Library Automation	SMART Boards Student Response Systems	Technology Education WP/SS/Graphics	Family/Consumer Ed WP/SS/Graphics	Technology/ANR WP/SS/Graphics	Family/Consumer Ed WP/SS/Graphics	
		Data Collection and Analysis	Computer Solutions WP/SS/Graphics/ Multimedia	Integrated Library Automation	Web 2.0 Tools	Integrated Library Automation	
		Web 2.0 Tools					
		Grade 7 Communications Required Graphics					
		Integrated Library Automation		SMART Boards Student Response Systems	Marketing E-Commerce	SMART Boards Student Response Systems	

## PROGRAM GOALS AND OBJECTIVES

### Instructional Media and Curricular Goals and Objectives

**Need:** In a 2010 survey, 83 percent of teachers responding reported that technology has helped their students gain a deeper and more meaningful mastery of the content in their classes. Overall, the student proficiency rate on the NEXT Generation Assessment was ranked at 64 percent proficient or advanced.

**Goal 1:** To generate engaging, relevant, and personalized learning experiences for all students with the support of state-of-the-art technology.

*Objective 1.1: By 2013 100 percent of existing classrooms will be updated with 21<sup>st</sup> Century tools.*

*Objective 1.2: By 2012 the secondary schools will complete the conversion of the current CIRC/OPAC automated programs to a district wide web based system.*

*Objective 1.3: By 2015 75 percent of our course content will have online delivery options.*

*Objective 1.4: By 2014 we will deliver current, relevant classroom content that is consistent with the Common Core State Standards (CCSS).*

*Objective 1.5: By 2013 we will complete an evaluation of the use and need for assistive technologies to ensure that appropriate tools are available for use by all students.*

*Objective 1.6: By 2013 we will implement the use of the National Educational Technology Standards (NETS) for both students and staff.*

*Objective 1.7: The District will update library collections and facilities yearly.*

### Communication and Information Access Goals and Objectives

**Need:** In a 2010 survey, 84 percent of respondents reported satisfaction with response time and reliability of technology support. Without continued emphasis on this area, we cannot give our end users the confidence they need to use technology to its fullest potential.

**Goal 2:** To construct and support a comprehensive infrastructure for learning that provides every stakeholder in the District with the digital resources they need when and where those resources are needed. These resources include, but are not limited to broadband connectivity, servers, software, management systems, and administrative tools.

*Objective 2.1: By 2015 we will expand infrastructure as needed to support increasing demand for wireless access in the District.*

*Objective 2.2: By 2012 we will bury fiber between the administration building and Highway 29 to connect to WISCNET/Wausau CAN.*

*Objective 2.3: By 2012 we will implement virtual servers.*

*Objective 2.4: By 2015 we will provide efficient use of technology resources by providing in-district comprehensive technology support.*

*Objective 2.5: By 2012 we will provide IT design and support to the IDEA Charter School.*

*Objective 2.6: By 2012 we will increase the bandwidth to a minimum of 5 megabytes at Hatley Elementary Schools.*

*Objective 2.7: By 2012 we will create an e-mail archiving system.*

*Objective 2.8: Yearly we will update electrical systems as necessary.*

*Objective 2.9: By 2015 we will consolidate or upgrade existing servers.*

*Objective 2.10: Yearly we will upgrade wiring closets including routers and switches where necessary to accomplish the goals and objectives of the district.*

### **Staff Technology Competency Goals and Objectives in Support of Student Learning**

**Need:** We are moving to Windows 7 and Microsoft Office 2010 in Fall 2011. Both will require major staff development for all stakeholders. In addition with the addition of over 100 SMART Boards, the training needs are significant. Currently just 29 percent of teachers report feeling comfortable creating SMART Notebook lessons on their own.

**Goal 3:** To create and sustain a professional development model that allows educators, both individually and in teams, to be connected to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching and learning.

*Objective 3.1: By 2015 we will provide staff with appropriate technology training opportunities that will enhance their daily productivity and increase student achievement.*

*Objective 3.2: We will continue to utilize technology mentors to assist classroom teachers.*

*Objective 3.3: Yearly we will continue the delivery of an annual technology academy.*

*Objective 3.4: Yearly we will provide training on the ethical, legal, safety and social issues related to technology use.*

*Objective 3.5: Yearly we will work with other Wisconsin Lighthouse Districts in the development of leadership and sustainable training for classroom teachers and other staff.*

*Objective 3.6: By 2012 we will create a fully-equipped technology training facility.*

### **Administrative and Management Goals and Objectives**

**Need:** Currently just 38 percent of our teachers use technology to analyze student assessment data. In addition, both our student information system and our financial system are in need of current upgrades.

**Goal 4:** To create and sustain administrative hardware and software systems that allow for maximum productivity for all district stakeholders as well as providing the ability to track continuous improvement of all students.

*Objective 4.1: By 2012 we will investigate, acquire and implement a new financial system.*

*Objective 4.2: By 2012 we will plan for the implementation of a state-wide student information system (SIS).*

*Objective 4.3: Yearly we will maintain a data warehouse that allows us to store, access, and analyze district, state, and national assessment data.*

*Objective 4.4: Yearly we will investigate and pursue alternative funding sources for technology purchases and services.*

*Objective 4.5: By 2013 we will implement an automated hardware and software inventory system.*

*Objective 4.6: By 2012 we will implement a new web-based IEP system.*

## **IMPLEMENTATION ACTION PLAN**

### ***Implementation Action Plan and Budget***

The Implementation Plan and Budget found on the following pages is based on the goals and objectives of this plan with estimates of resources required. In some instances, no new resources will be necessary. Our success will be evident when the projects are completed and we can see increased student learning as well as increased teacher effectiveness. This implementation plan includes hardware, software, curriculum development, staff development, administrative applications and networking initiatives. Infused throughout are library media resources. As a separate budget example, there is a K-12 Instructional Media Center Budget Comparison for all buildings in the district found in Appendix D.

We continue to look for business partners in the community to augment our programs, but we do not rely on those resources in order to move forward. As a recipient of funding from the Wisconsin Technology Initiative as a Lighthouse District for Technology, we are fortunate to have funds available to equip classrooms with 21<sup>st</sup> Century interactive tools.

Collaboration and communication are key to success in implementing technology at the classroom level. At the senior high, every Wednesday is a late start day so that staff members have opportunities to collaborate and/or receive training. In addition, the D. C. Everest District has received a waiver from the Department of Public Instruction to have three full days of staff development. Those days will be used to review research, analyze assessment data, examine the Common Core State Standards, and learn strategies for using technology to ensure that our students continue to excel as they have in the past.

## Implementation Action Plan/Budget Summary 2011-2015

<b>Instructional Media and Curricular Goals and Initiatives</b>					
<b>Goal 1: To generate engaging, relevant, and personalized learning experiences for all students with the support of state-of-the-art technology.</b>					
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>Funding Sources</b>	<b>Responsible Parties</b>
By 2013 100 percent of existing classrooms will be updated with 21 <sup>st</sup> Century tools.	\$230,000	\$200,000	\$200,000	Cy Pres District Budgets Wisconsin Technology Initiative <b>(WTI)</b> Special Education Budget	IT Staff Assistant Superintendent Curriculum, Instruction, Technology <b>(ASCIT)</b> Building Principals
By 2012 the secondary schools will complete the conversion of the current CIRC/OPAC automated programs to a district wide web based system.	\$5,000	\$2,400	\$2,400	Common School Funds	IT Staff LMS Staff
By 2015 75 percent of our course content will have online delivery options.	Utilize Current Resources			District Budgets	Principals Curriculum Coordinators Teaching Staff
By 2014 we will deliver current, relevant classroom content that is consistent with the Common Core State Standards (CCSS).	Utilize Current Resources			District Budgets	Principals Curriculum Coordinators Teaching Staff
By 2013 we will complete an evaluation of the use and need for assistive technologies to ensure that appropriate tools are available for use by all students.	\$25,000	\$25,000	\$25,000	Special Education Budgets	IT Staff Director Pupil Services
By 2013 we will implement the use of the National Educational Technology Standards (NETS) for both students and staff.	Utilize Current Resources			District Budgets	Principals Curriculum Coordinators Teaching Staff

The District will update library collections yearly.	\$208,000	\$218,400	\$229,320	Common School Funds	LMS Staff
<b>Communication and Information Access Goals and Initiatives</b>					
<b>Goal 2: To construct and support a comprehensive infrastructure for learning that provides every stakeholder in the District with the digital resources they need when and where those resources are needed. These resources include, but are not limited to broadband connectivity, servers, software, management systems, and administrative tools.</b>					
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>Funding Sources</b>	<b>Responsible Parties</b>
By 2015 we will expand infrastructure as needed to support increasing demand for wireless access in the District.	\$5,000	\$3,000	\$3,000	District Budgets	IT Staff
By 2012 we will bury fiber between the administration building and Highway 29 to connect to WISNET/ Wausau CAN.	\$50,000	\$0	\$0	District Budgets E-rate	IT Staff
By 2012 we will implement virtual servers.	\$92,000	\$0	\$0	District Budgets	IT Staff
By 2015 we will provide efficient use of technology resources by providing in-district comprehensive technology support.	Utilize Current Resources			District Budgets Title IIA	ASCIT Tech Mentors LMS Staff
By 2012 we will provide IT design and support to the IDEA Charter School.	\$100,000	\$20,000	\$20,000	Charter Grant District Budgets	IT Staff
By 2012 we will increase the bandwidth to a minimum of 5 megabytes at Hatley Elementary School.	\$8,000	\$6,000	\$6,000	District Budgets	IT Staff
By 2012 we will create an e-mail archiving system.	\$30,000	\$5,000	\$5,000	District Budgets	IT Staff
Yearly we will update electrical systems as necessary.	\$15,000	\$15,000	\$15,000	District Budget	IT Staff

	2011-2012	2012-2013	2013-2014	Funding Sources	Responsible Parties
By 2015 we will consolidate or upgrade existing servers.	\$10,000	\$10,000	\$10,000	District Budget	IT Staff
Yearly we will upgrade wiring closets including routers and switches where necessary to accomplish the goals and objectives of the district.	\$10,000	\$10,000	\$10,000	District Budgets E-rate	IT Staff
<b>Staff Technology Competency Goals and Initiatives in Support of Student Learning</b>					
<b>Goal 3: To create and sustain a professional development model that allows educators, both individually and in teams, to be connected to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching.</b>					
	2011-2012	2012-2013	2013-2014	Funding Sources	Responsible Parties
By 2015 we will provide staff with appropriate technology training opportunities that will enhance their daily productivity.	\$20,000	\$20,000	\$20,000	Title IIA WTI District Budgets	ASCIT Technology Mentors LMS Staff
We will continue to utilize technology mentors to assist classroom teachers.	\$9,000	\$9,000	\$9,000	District Budgets	ASCIT
Yearly we will continue the delivery of an annual technology academy.	\$15,000	\$15,000	\$15,000	District Budgets WTI	ASCIT
Yearly we will provide training on the ethical, legal, safety and social issues related to technology use.	Utilize Current Resources			District Budgets	Technology Mentors Teaching Staff LMS Staff
Yearly we will work with other Wisconsin Lighthouse Districts in the development of leadership and sustainable training for classroom teachers and other staff.	Utilize Current Resources			District Budgets WTI	ASCIT Technology Mentors
By 2012 we will create a fully-equipped technology training facility.	\$15,000	\$5,000	\$5,000	District Budgets	ASCIT

**Administrative and Management Goals and Initiatives**

**Goal 4: To create and sustain administrative hardware and software systems that allow for maximum productivity for all district stakeholders as well as providing the ability to track continuous improvement of all students.**

	2011-2012	2012-2013	2013-2014	Funding Sources	Responsible Parties
By 2012 we will investigate, acquire and implement a new financial system.	\$172,000	\$32,000	\$32,000	District Budgets	Assistant Superintendent Business/Personnel IT Staff
By 2012 we will plan for the implementation of a state-wide student information system (SIS).	To Be Determined			District Budgets	Assistant Superintendent Business/Personnel IT Staff
Yearly we will maintain a data warehouse that allows us to store, access, and analyze district, state, and national assessment data.	Utilize Current Resources			District Budgets	Director Assessment & Staff Development Webmaster
Yearly we will investigate and pursue alternative funding sources for technology purchases and services.	Utilize Current Resources			District Budgets	ASCIT IT Staff
By 2013 we will implement an automated hardware and software inventory system.	Utilize Current Resources			District Budgets	IT Staff
By 2012, we will implement a new web-based IEP system.	\$18,500	\$11,000	\$11,000	Special Education Budget	IT Staff Director Pupil Services
<b>Plan Totals By Year</b>	<b>\$1,552,500</b>	<b>\$806,400</b>	<b>\$816,400</b>		

# Projected Budget for Information and Technology Plan 2012-2015

Projected Expenditures	CITP Goal.Obj.	School Year		
		2012	2013	2014
<b>Software Procurement</b>	---	665,500	168,000	168,000
Skyward Purchase	4.1	172,000	32,000	32,000
Plan for Statewide SIS (Estimate)	4.2	400,000	50,000	50,000
Virtual Learning Opportunities (NovaNet, et. al)	1.3	50,000	50,000	50,000
Instructional Software	1.4	25,000	25,000	25,000
Purchase web-based IEP system	4.6	18,500	11,000	11,000
<b>Hardware, Facilities &amp; Networking</b>	-	552,000	375,000	375,000
Virtual Server	2.3	92,000	---	---
21st Century Classroom Tools: Computers, SMART Boards, Document cameras, etc.	1.1	230,000	230,000	230,000
Upgrades to routers, switches, etc.	2.10	10,000	10,000	10,000
Assistive Technology Tools	1.5	25,000	25,000	25,000
LMS Hardware Upgrades	1.7	55,000	65,000	75,000
Create District technology training facility	3.6	40,000	25,000	15,000
Design & Support IDEA Charter School	2.5	100,000	20,000	20,000
<b>Operation, Maint, Upgrade, Communications</b>	-	118,000	39,000	39,000
Upgrade Wireless Access	2.1	5,000	3,000	3,000
Bury Fiber to connect to WISNET/Wausau CAN	2.2	50,000	---	---
Increase bandwidth to Hatley Elementary	2.6	8,000	6,000	6,000
E-mail Archiving System	2.7	30,000	5,000	5,000
Electrical Upgrades	2.8	15,000	15,000	15,000
Consolidation of existing servers	2.9	10,000	10,000	10,000
Implement automated inventory system	4.5		Existing Resources	
<b>Professional Development</b>		49,000	49,000	49,000
Teacher/Staff Technical Training	3.1	20,000	20,000	20,000
Technology Mentors	3.2	9,000	9,000	9,000
InTech Annual Academy	3.3	15,000	15,000	15,000
Training on social/ethical issues	3.4		Existing Resources	
Training with Lighthouse Districts	3.5	5,000	5,000	5,000
<b>Human Resources in Support of Technology</b>		0	0	0
Maintain Existing Technology Positions	2.4		Existing Resources	
<b>Other</b>		168,000	175,400	185,400
Integration of CCSS	1.4		Existing Resources	
Implementation of the NETS Standards district-wide	1.6		Existing Resources	
Expand online delivery options	1.3		Existing Resources	
Upgrade of LMS systems to KOHA	1.2	5,000	2,400	2,400
Library Collection Upgrades	1.7	163,000	173,000	183,000
Maintain District data warehouse	4.3		Existing Resources	
Pursue additional funding opportunities	4.4		Existing Resources	
<b>PLAN TOTALS</b>		1,552,500	806,400	816,400

### Projected Funding Sources

<b>Total</b>	<b>1,552,500</b>	<b>806,400</b>	<b>816,400</b>
District Budget	747,250	148,400	\$328,400
e-Rate	65,000	65,000	\$65,000
Title I	25,000	25,000	\$20,000
Title II, Part A: Educ Train	95,000	65,000	\$50,000
Common School Fund	218,000	238,000	\$258,000
TOSA Foundation	162,250	170,000	---
Special Education	95,000	75,000	\$75,000
Microsoft Cy Pres	45,000	---	---
Charter Grant	100,000	20,000	20,000

## **DISSEMINATION**

Once this plan is formally approved, it will be posted on our website. Printed copies are made available to those who wish to see it in that format. The Library Media Specialists receive copies for their libraries, and the School Board will receive access to the final plan as well. We have parent involvement groups, parent-teacher associations, and business collaboration teams who also receive access to the plan. All teachers are notified of the status of the plan.

As a Lighthouse District for Technology, the Wisconsin Technology Initiative also requires a copy of our plan and an ongoing assessment of where we are in the implementation of our goals.

## **MONITORING PROGRESS AND EVALUATING THE PLAN**

### ***Monitoring and Evaluation Process***

The ongoing process of monitoring and evaluating the district's technology program is essential to successful integration. The building planning teams meet on an annual basis to examine the following components of the implementation:

1. Were the goals met?
2. Was the plan fully implemented?
3. Is the hardware and software being used?
4. Has the training been ongoing and appropriate and well received?
5. What has been the staff response?
6. Where are we on the timeline of implementation?
7. What new areas need to be added?
8. What areas need to be modified?

### ***Ongoing Planning***

The information gathered from the questions above is used as the basis for updating the technology plan. This update takes place on an annual basis, but the review of all issues related to technology is a fluid process that constantly evolves. The Assistant Superintendent Curriculum, Instruction and Technology reports to the Board of Education about technology initiatives at least twice a year. Instructional Media Specialists and classroom teachers, and administrators write articles for building newsletters and occasionally for the Wausau Daily Herald to showcase successful technology projects. The district web page also provides a means to keep stakeholders informed.

### ***Process and Timeline for Ongoing, Long-Term Planning***

Each building-level technology committee meets several times a year to assess progress and needs of that building. As money becomes available, that committee determines where it will be spent in keeping with the District Technology Plan.

The Assistant Superintendent Curriculum, Instruction & Technology meets with all stakeholders as needed to review current projects and to plan for the next year. In between meetings, the committee members engage in readings and conduct discussions with their appropriate constituents in order to be aware of needs across the district. Outside consultants are called upon to give additional advice when the district feels it is necessary for an outside opinion. There is always a current plan from which to work.

## **PROCEDURES AND POLICIES**

The D. C. Everest District is in compliance with all state and federal regulations relative to technology needs of special education students. The District ensures that assistive technology devices or assistive technology services, or both, as those terms are defined in §§300.5 – 300.6,

are made available to a child with a disability if required as a part of the child's special education under §300.26, related services under §300.24 or supplementary aides and services under §§300.28 and 300.550(b)(2). On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE. (Authority: 20 U.S.C. 1412(a)(12)(B)(i)).

There are policies relative to Internet filtering, student and staff acceptable use, hardware and software purchasing and installation, web page creation, and materials selection and reconsideration. Copies of these policies are found in Appendix C. In addition, we follow the Wisconsin Valley Library Service Interlibrary Loan policies and guidelines as found on their web site at [www.wvls.org](http://www.wvls.org).

## **CONCLUSION**

This Comprehensive Information and Technology Plan is revised yearly and represents current thinking and research on the use of administrative, instructional, and assistive technology. Priorities are revised yearly, and funds are allocated based on those priorities. Staff development will continue to be a major emphasis as the district strives to achieve the standards and benchmarks set for all students and staff.

The one constant that we embrace in the D. C. Everest School District is that the teacher is the essential element in the effective use of technology. Now, more than ever, with a robust network in place (both wired and wireless) and Internet workstations in every classroom, it is vital that we continue our efforts to encourage and enable our teachers to create technology-rich learning environments that are student centered with relevant, meaningful, authentic tasks. The technology will continue to evolve, but we will continue to aim *to be innovative educational*

*leaders in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.*

## **APPENDICES**

- ❖ **Appendix A: 2008 – 2011 Technology Plan Summary**
- ❖ **Appendix B: Survey Results**
- ❖ **Appendix C: District Technology Policies**
- ❖ **Appendix D: Library Media Center Resources**
- ❖ **Appendix E: Hardware, Software, Server and Network Summaries**
- ❖ **Appendix F: Network Maps**
- ❖ **Appendix G: District Technology Job Descriptions**
- ❖ **Appendix H: Technology Rubric**

## **Appendix A**

### **2008 – 2011 Technology Plan Summary**

<b>Implementation Action Plan/Budget Summary 2008-2011</b>			
	<b>2008-2011</b>	<b>Funding Sources</b>	<b>Responsible Parties</b>
<b><i>Instructional Media and Curricular Goals and Initiatives</i></b>			
<b>1. Students will have access to technology that enhances and promotes a learner-centered classroom.</b>			
1.1 Provide online delivery options for course content.	<b>Ongoing - Began with three courses at Senior High 2010-2011</b>	District Budgets	High School Principal & Staff
1.2 Upgrade 20% of workstations yearly.	<b>Ongoing</b>	Referendum District Budgets Title II-A	IT Staff
1.3 Continue to investigate networkable software titles for K-12 students in all content areas.	<b>Ongoing</b>	District Budgets	Assistant Superint. Curriculum, Instruction, Technology <b>(ASCIT)</b> Curriculum Coordinators
1.4 Continue to maximize the use of open source educational and productivity programs.	<b>Ongoing</b>	District Budgets	ASCIT IT Staff
1.5 Purchase solid state computer devices for use where appropriate.	<b>Ongoing</b>	District Budgets Sp. Ed. Budget Title IIA	ASCIT
1.6 Convert current CIRC/OPAC automated programs to a district wide web based system.	<b>K-5 Complete - Secondary Schools in Progress</b>		
Service and Support		District Budgets	LMS Staff
Training for IMC staff			ASCIT
1.7 Update existing classrooms to be consistent with current technology.	<b>Ongoing - See Building Summaries</b>	District Budgets Sp. Ed. Budget Title IIA	IT Staff ASCIT Building Principals
Update electrical systems as necessary	<b>Ongoing</b>		
1.8 Update libraries to be consistent with current technology.	<b>Ongoing</b>	District Budgets Common School Funds	ASCIT Building Principals LMS Staff

Implementation Action Plan/Budget Summary 2008-2011					
	2008-2011			Funding Sources	Responsible Parties
<b>2. Students will meet the standards and benchmarks identified in the Wisconsin Information and Technology Literacy Standards in grades 4, 8 and 12.</b>					
2.1 Continue to update curriculum to integrate information technology literacy standards and benchmarks				District Budgets Title II-A	ASCIT
Substitute Teachers	Ongoing				
Summer Stipend	Ongoing				
Curriculum Materials	Ongoing				
2.2 Evaluate and make software upgrades where appropriate to ensure ability to meet the standards and benchmarks.	Ongoing			District Budgets Title II-A Title II-D Special Ed Budgets	ASCIT
2.3 Survey students to determine their level of competency in the areas identified in the ITLS document.	Completed Fall 2010			District Budgets	ASCIT
2.4 Teach students and staff effective problem-solving skills such as the Big6 process that enables students to acquire, judge, manage, evaluate, and communicate information.				District Budgets Title II-A Title II-D	Tech Mentors
Substitute Teachers/Stipends	Ongoing				
Workshop Materials	Ongoing				
2.5 Integrate resources and skills so that delivery occurs at the point of need, in a meaningful context, and addresses curricular objectives.	Ongoing			District Budgets	IMC Staff Building Principal
2.6 Continue to update math and science curriculum and purchase additional technology components that will lead to an increase in student achievement.				District Budgets Title II-A	Curriculum Coordinators
Substitute Teachers/Stipends	Ongoing				
Science Equipment/Materials	Ongoing				
Curriculum Materials	Ongoing				

<b>Implementation Action Plan/Budget Summary 2008-2011</b>			
	<b>2008-2011</b>	<b>Funding Sources</b>	<b>Responsible Parties</b>
<b>3. Students will have expanded course offerings to extend their technology skills and pursue career opportunities.</b>			
3.1 Upgrade the digital imaging curriculum in all secondary schools.			
Hardware	<b>Ongoing</b>	District Budgets Title II-A	Curriculum Coordinators
Software	<b>Ongoing</b>		
Curriculum Materials	<b>Ongoing</b>		
3.2 Partner with local businesses to take classroom experiences into the community and real-world business applications of technology into the classroom.	<b>Ongoing</b>	District Budgets	Curriculum Coordinators
<b>4. The District will implement the use of new and emerging digital equipment options that will enhance the education of Sp. Ed. students and English Language Learners.</b>			
4.1 Continue to utilize voice recognition applications.	<b>Upgrades in Progress</b>	District Budgets Sp. Ed. Budget	ASCIT Director of Sp. Ed.
4.2 Continue to utilize text to speech options.	<b>Upgrades in Progress</b>	District Budgets Sp. Ed. Budget	ASCIT Director of Sp. Ed.
<b><i>Communication and Information Access Goals and Initiatives</i></b>			
<b>1. The Administration will continue to monitor and make improvements as needed to the existing voice, video, and data systems.</b>			
1.1 Upgrade wiring closets including routers and switches where necessary to maintain speed and data integrity.	<b>Ongoing</b>	District Budgets Erate Funds	IT Staff
1.2 Expand wireless options as they become feasible.	<b>Completed in all buildings Fall 2010</b>	District Budgets Erate Funds	IT Staff
1.3 Replace existing traditional telephone systems with IP Telephony systems as needed to maintain the integrity of our phone system.	<b>Ongoing</b>	District Budgets	IT Staff
1.4 Implement and monitor the use of cell phones and pagers for maximum efficiency.	<b>Ongoing</b>	District Budgets	IT Staff
1.5 Evaluate and repair/replace current fiber.	<b>Ongoing</b>	District Budgets	IT Staff

<b>Implementation Action Plan/Budget Summary 2008-2011</b>			
	<b>2008-2011</b>	<b>Funding Sources</b>	<b>Responsible Parties</b>
<b>2. The District will implement a data warehouse to store, access, and analyze district, state, and national assessment data.</b>			
2.1 Investigate options available to house assessment data.	<b>Complete</b>	District Budgets	ASCIT
2.2 Purchase and install necessary infrastructure to support a data warehouse.	<b>Complete</b>	District Budgets	ASCIT
2.3 Train staff members in the access and use of data.	<b>Complete</b>	District Budgets	ASCIT
<b>3. The Tech Team will continue hardware and software support for students and staff.</b>			
3.1 Continue existing levels of hardware and software support and improve procedures which result in increased levels of efficiency.	<b>Ongoing</b>	District Budgets	IT Staff ASCIT
3.2 Continue Help Desk so users have access to technical support via a phone call or a visit to the web site.	<b>Ongoing</b>	District Budgets	IT Staff
<b>4. Visitors on the Internet will view the Everest web site as a relevant, useful, timely, and user-friendly site.</b>			
4.1 Create an improved web site interface.	<b>Not yet complete</b>	District Budgets	IT Staff
4.2 Train staff members in how to create and post web pages to the district site.	<b>Ongoing with other options</b>	District Budgets	IT Staff
4.3 Continue the use of online parent access to the student information system to increase parent involvement and improve student achievement.	<b>Ongoing</b>	Building Budgets	Building Principals
<b><i>Staff Technology Competency Goals and Initiatives in Support of Student Learning</i></b>			
<b>1. Staff members will utilize networked computers with relevant applications in order to support student learning</b>			
1.1 Conduct a needs assessment of the staff to determine needs.	<b>Complete</b>	District Budgets	ASCIT
1.2 Purchase/update hardware and software where necessary.	<b>See Goal 1 (1.2) and Goal 2 (2.2) in first section</b>	District Budgets Sp. Ed. Budget Title IIA	IT Staff

<b>Implementation Action Plan/Budget Summary 2008-2011</b>			
	<b>2008-2011</b>	<b>Funding Sources</b>	<b>Responsible Parties</b>
1.3 Provide opportunities for teachers to preview and purchase age and grade-appropriate software and related technology materials that enhance the curriculum.			
Substitute Teachers/Stipends	<b>Ongoing</b>	District Budgets	
Software	<b>Ongoing</b>	Title IIA	ASCIT
1.4 Provide administrative software applications that enhance staff productivity.	<b>Ongoing</b>	District Budgets	IT Staff
1.5 Implement e-class options that allow teachers to deliver and receive course content via the Web.	<b>Ongoing</b>	District Budgets	ASCIT
1.6 The district will continue to monitor telecommunication services purchased to ensure efficiency of operations.	<b>Complete - All phone systems upgraded</b>	District Budgets	IT Staff ASCIT
<b>2. Staff members will have appropriate technology training opportunities that will enhance their daily productivity.</b>			
2.1 Develop goal-setting strategies for all staff to move forward in acquiring technology competencies.	<b>Ongoing</b>	District Budgets	Tech Mentors ASCIT
2.2 Offer after-school technology in-service sessions.			Tech Mentors
Stipends	<b>Ongoing</b>	District Budgets	IT Staff
Materials	<b>Ongoing</b>		ASCIT
2.3 Bring trainers to the district for curriculum integration training.	<b>Used in-house technology mentors</b>	District Budgets	ASCIT
2.4 Continue to offer a summer academy for graduate credit.	<b>Ongoing: 2001 - present</b>	District Budgets Title IID	Tech Mentors ASCIT
2.5 Expand the technology teacher/mentor program.	<b>Status quo - 6 district mentors</b>	Budgets Title IID	ASCIT
<b>3. Instructional leaders will be trained to promote the effective use of technology in their classrooms.</b>			
3.1 Understand and apply the factors that educational leaders play in effectively integrating technology into teaching and learning.	<b>Ongoing</b>	District Budgets Title IID	Tech Mentors ASCIT

<b>Implementation Action Plan/Budget Summary 2008-2011</b>			
	<b>2008-2011</b>	<b>Funding Sources</b>	<b>Responsible Parties</b>
<b>4. Utilize and benefit from the multiple assets of and resources offered by the Instructional Media Specialist in each building</b>			
4.1 Promote an understanding of the role of the media specialist.	<b>Ongoing</b>	District Budgets	ASCIT
4.2 Utilize media specialists as classroom technology mentors when possible.	<b>Currently 3 of 6 mentors are LMS</b>	District Budgets Title IID	ASCIT
4.3 Utilize an open source video recording and streaming system district wide.	<b>On hold</b>	District Budgets	ASCIT
<b><i>Administrative and Management Goals and Initiatives</i></b>			
<b>1. The district will have a reliable daily backup process as well as a disaster recovery plan in the event of natural disaster</b>			
1.1 Review current backup procedures.	<b>Ongoing</b>	District Budgets	IT Staff
1.2 Create a disaster recovery plan.	<b>Revisions planned in 2012-15 Tech Plan</b>	District Budgets	IT Staff
1.3 Investigate the most cost effective way to secure necessary equipment in the event of a disaster.	<b>Ongoing</b>	District Budgets	IT Staff
<b>2. The Technology Team will continue to evaluate and support the acquisition and use of both instructional and administrative technology.</b>			
2.1 Continue to track software purchases district-wide.	<b>Ongoing</b>	District Budgets	IT Staff
2.2 Continue Help Desk so users have access to technical support via a phone call or a visit to the web site.	<b>Ongoing</b>	District Budgets	IT Staff
2.3 Establish a timetable for equipment upgrade, maintenance and disposal.	<b>Ongoing</b>	District Budgets	IT Staff
2.4 Purchase/upgrade servers and other network peripherals as recommended by the Network Manager.	<b>Ongoing</b>	District Budgets	IT Staff
2.5 Replace existing security camera system with a district wide web-based system.	<b>Completed 2010</b>	District Budgets	IT Staff

<b>Implementation Action Plan/Budget Summary 2008-2011</b>			
	<b>2008-2011</b>	<b>Funding Sources</b>	<b>Responsible Parties</b>
<b>3. The District will utilize web applications to increase efficiency of staff by reducing material data entry.</b>			
3.1 Utilize online surveys to gather and analyze data required for state reporting and for improving district programs.	<b>Ongoing</b>	District Budgets	IT Staff
3.2 Implement administrative applications relative to human resources and financial systems	<b>Not yet complete</b>	District Budgets	Human Resources Department IT Staff
3.3 Continue to implement online applications to improve district operations	<b>Ongoing</b>	District Budgets	IT Staff
<b>4. The District will continue to investigate and pursue alternative funding sources for technology purchases and services.</b>			
4.1 Complete the e-rate application process yearly.	<b>Ongoing</b>	District Budgets	IT Staff
4.2 Apply for the Educational Technology competitive grant yearly as part of the Mentors Consortium.	<b>Complete</b>	District Budgets	IT Staff
4.3 Research and apply for local foundation grants.	<b>Ongoing</b>	District Budgets	IT Staff
4.4 Research and apply for state and federal grants that support educational technology.	<b>Ongoing</b>	District Budgets	IT Staff

## **Appendix B**

### **Survey Results**

- ❖ District Technology Survey – Administrators
  - ❖ District Technology Survey – Teachers
- ❖ NEXT Generation Assessments - Students

## Zoomerang Survey Results

### District Technology Survey - Administrator

January 2011

#### Basic Information

1. Please select a single building as your primary school. Select only ONE building and use that building when answering questions relating to a building.

Easton	0	0%
Evergreen	2	7%
Hatley	0	0%
Junior High	3	11%
Middle School	2	7%
Mountain Bay	3	11%
Riverside	1	4%
Rothschild	1	4%
Schofield	0	0%
Senior High	10	36%
Weston	0	0%
Administration Building	6	21%
<b>Total</b>	<b>28</b>	<b>100%</b>

2. Please select the overall number of years (by the end of this school year) you will have served as an administrator in this district.

0-5 years	4	14%
6-10 years	11	39%
11-15 years	6	21%
16-20 years	1	4%
21-25 years	3	11%
26+ years	3	11%
<b>Total</b>	<b>28</b>	<b>100%</b>

#### Vision - Expectations - Classroom Practices

3. The following statements refer to practices in your building.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree Completely	Agree Somewhat	Disagree Somewhat	Disagree Completely	N/A
I model effective uses of technology.	8 29%	18 64%	2 7%	0 0%	0 0%
Expectations for technology use with students have been developed by our district and/or building.	7 25%	16 57%	2 7%	0 0%	3 11%
Teachers are encouraged to take risks and be innovative in their use of technology.	16 57%	7 25%	3 11%	0 0%	2 7%
Technological resources, which are in limited supply (computer lab time, projectors, software...), are scheduled in a manner which considers instructional objectives (i.e. not first-come, first served).	5 18%	10 36%	7 25%	2 7%	4 14%
Systems to communicate (school websites, wikis, blogs, email, Edline) with parents and community are sufficient.	8 29%	13 46%	5 18%	2 7%	0 0%

Our teachers have sufficient access to our district's technology resources.	5 18%	11 39%	6 21%	4 14%	2 7%
Professional development activities regarding the instructional use of technology are sufficient in my building or my department.	7 25%	10 36%	7 25%	3 11%	1 4%

4. How often do you see evidence of the following activities by students in your school?				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Consistently observed	Often observed	I have seen this occasionally	I have not observed this
Work on multi-disciplinary projects	3 11%	9 32%	10 36%	6 21%
Promote Higher-Order Thinking Skills (Analysis, Synthesis, and Evaluation)	2 7%	16 57%	5 18%	5 18%
Work in collaborative teams	8 29%	14 50%	4 14%	2 7%
Communicate ideas using presentation software	6 21%	10 36%	8 29%	4 14%
Create student-directed projects	4 14%	14 50%	4 14%	6 21%
Work with drill and practice or online tutorials	1 4%	10 36%	12 43%	5 18%
Perform research online	14 50%	8 29%	2 7%	4 14%
Communicate with others electronically	6 21%	8 29%	5 18%	9 32%
Work with real-world data sets (i.e. real population statistics, actual survey data, scientific experiments, etc ...)	0 0%	13 46%	6 21%	9 32%

5. Often, barriers exist which do not allow technologies to be fully utilized. With which of the following statements of barriers do you agree? Select all that apply.		
I am not confident in my abilities to model effective instructional use of technology.	5	18%
I am not comfortable observing effective uses of instructional technology.	1	4%
Lack of instructional time or other priorities leave teachers with little time to have students work with technology.	10	36%
My teachers are not aware of what is available to us in our school or district.	5	18%
My teachers do not have adequate time to learn about technologies given other priorities.	13	46%
I do not have adequate technological resources in my school building to support curriculum.	6	21%
Technical support is inadequate or equipment is frequently inoperable.	7	25%
Other, please specify	8	29%

**Teacher Preparation and Use**

6. Please respond to the following statements regarding your own personal practices:						
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Daily	Weekly	Monthly	1-2 Times per Year	Never	N. A.
I lead my staff in using technology to analyze student assessment data.	1 4%	4 14%	10 36%	8 29%	3 11%	2 7%
I use technology for personal productivity.	23 82%	3 11%	0 0%	1 4%	0 0%	1 4%
I use technology to communicate within the school building/district.	27 96%	0 0%	0 0%	0 0%	0 0%	1 4%

I use technology to communicate with parents and other community resources.	17 61%	7 25%	3 11%	0 0%	0 0%	1 4%
I use technology to access professional development resources.	14 50%	8 29%	5 18%	0 0%	0 0%	1 4%
I use technology to assess the performance of students (i.e. the students use technology in some way to aid in or perform the assessment - digital portfolios, multimedia presentations, READ 180, Systems 44, Study Island, Education City, etc.).	3 11%	6 21%	5 18%	4 14%	4 14%	6 21%

**7. Please select the topic(s) for which you would like to see additional professional development offerings. Select all that apply.**

21st Century Technology Skills	14	50%
Word processing	2	7%
Spreadsheets and charts	11	39%
Database use	7	25%
Online databases (Badgerlink)	4	14%
Data-driven analysis and decisions	16	57%
Digital imaging - cameras, scanners, storyboarding	7	25%
Presentation software	8	29%
Classroom use of the Internet	8	29%
Internet searching strategies	4	14%
Web 2.0 Tools	11	39%
What's new in technology?	12	43%
Smart Boards	15	54%
Video editing	6	21%
Moodle or other virtual environments	9	32%
Blended or virtual classrooms	10	36%
Other, please specify	5	18%

**8. In the past 12 months, have you promoted or led any professional development activities which had a focus on instructional technology?**

Yes	12	43%
No	16	57%
<b>Total</b>	<b>28</b>	<b>100%</b>

**For Smart Board Classrooms Only**

**9. Approximately how many of your department or building classrooms have Smart Boards?**

Less than 10%	3	16%
Between 11% and 25%	2	11%
Between 26% and 40%	3	16%
Between 41% and 55%	3	16%
Between 56% and 70%	3	16%
Between 71% and 85%	2	11%
More than 85%	3	16%
<b>Total</b>	<b>19</b>	<b>100%</b>

**10. Please describe any professional development you provided or arranged for in preparation for your teacher's use of the Smart Board.**

13 Responses

**11. Please provide examples of any changes in instruction you have observed in classrooms with Smart Boards.**

14 Responses

**Technology Support**

**12. Please indicate your satisfaction with the following areas of technology and support.**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A
Response time for computer hardware support	9 32%	11 39%	6 21%	2 7%	0 0%
Response time for software questions	11 39%	11 39%	3 11%	1 4%	2 7%
Response time for phone issues	14 50%	7 25%	2 7%	1 4%	4 14%
Reliability of our network	11 39%	12 43%	4 14%	1 4%	0 0%
Reliability of our Internet connection	15 54%	8 29%	5 18%	0 0%	0 0%
Speed of our Internet connection	11 39%	6 21%	8 29%	3 11%	0 0%
Response time for network outages	17 61%	8 29%	2 7%	1 4%	0 0%
Communications about upcoming issues/outages/changes/updates	20 71%	6 21%	1 4%	0 0%	1 4%

**13. Rate your level of satisfaction regarding your building's incorporation of technology to support student learning in the past 2 years.**

Very satisfied	10	36%
Somewhat satisfied	15	54%
Somewhat dissatisfied	3	11%
Very Dissatisfied	0	0%
<b>Total</b>	<b>28</b>	<b>100%</b>

**14. What resources do you believe are needed to advance your building's ability to use technology in the next 3 years?**

28 Responses

## Zoomerang Survey Results

### District Technology Survey - Teacher

January 2011

#### Basic Information

**1. Please select a single building as your primary school. If you are a traveling teacher, please select only ONE building and use that building when answering questions relating to a building.**

Easton	0	0%
Evergreen	1	1%
Hatley	0	0%
Junior High	32	17%
Middle School	46	24%
Mountain Bay	13	7%
Riverside	24	13%
Rothschild	16	8%
Schofield	3	2%
Senior High	33	17%
Weston	23	12%
<b>Total</b>	<b>191</b>	<b>100%</b>

**2. Select the grade level(s) of your students. Choose all that apply.**

Early childhood	3	2%
Kindergarten	32	17%
1	37	19%
2	36	19%
3	31	16%
4	32	17%
5	32	17%
6	35	18%
7	34	18%
8	27	14%
9	24	13%
10	24	13%
11	32	17%
12	33	17%

**3. Please select the overall number of years you will have accumulated in your teaching career as of the end of this school year.**

0-5 years	31	16%
6-10 years	38	20%
11-15 years	44	23%
16-20 years	21	11%
21-25 years	28	15%
26+ years	29	15%
<b>Total</b>	<b>191</b>	<b>100%</b>

**4. Select the content area(s) in which you teach. Choose all that apply.**

Elementary - General	53	28%
Art	1	1%

Business Education	3	2%
ELL	6	3%
Family and Consumer Sciences	4	2%
Foreign Language	8	4%
Health/Physical Education	8	4%
Language Arts	28	15%
Library Media	4	2%
Math	17	9%
Music	4	2%
Science	15	8%
Social Studies	19	10%
Special Education	16	8%
Technology Education	4	2%
Other, please specify	14	7%

### Vision - Expectations -Classroom Practices

#### 5. These statements refer to practices in your school building.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree Completely	Agree Somewhat	Disagree Somewhat	Disagree Completely	N/A
Expectations for technology use with students have been created in our curriculum.	43 23%	100 52%	29 15%	14 7%	5 3%
Expectations for technology use with students have been developed at the building level.	36 19%	88 46%	52 27%	12 6%	3 2%
Administrators model effective uses of technology.	34 18%	103 54%	40 21%	8 4%	6 3%
Teachers are encouraged to take risks and be innovative in their use of technology.	72 38%	71 37%	40 21%	5 3%	3 2%
Technological resources, which are in limited supply (computer lab time, projectors, software...), are scheduled in a manner which considers instructional objectives (i.e. not first-come, first served).	12 6%	35 18%	55 29%	76 40%	13 7%
Systems to communicate within the school building are adequate.	47 25%	102 53%	27 14%	10 5%	5 3%
Systems to communicate (school websites, wikis, blogs, email, Edline) with parents and community are sufficient.	53 28%	91 48%	35 18%	7 4%	5 3%
Students and staff have sufficient access to our buildings' technology resources.	21 11%	73 38%	52 27%	41 21%	4 2%
Professional development activities regarding the instructional use of technology are sufficient in my building.	45 24%	73 38%	49 26%	15 8%	9 5%

#### 6. How often do your students use technology to:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Consistently observed	Often observed	I have seen this occasionally	I have not observed this
Work on multi-disciplinary projects	14 7%	49 26%	76 40%	52 27%
Promote Higher-Order Thinking Skills (Analysis, Synthesis, and Evaluation)	16 8%	74 39%	68 36%	33 17%
Work in collaborative teams	21 11%	60 31%	69 36%	41 21%

Communicate ideas using presentation software	23 12%	55 29%	67 35%	46 24%
Create student-directed projects	20 10%	58 30%	70 37%	43 23%
Work with drill and practice or online tutorials	34 18%	75 39%	59 31%	23 12%
Perform research online	55 29%	62 32%	46 24%	28 15%
Communicate with others electronically	19 10%	27 14%	69 36%	76 40%
Work with real-world data sets (i.e. real population statistics, actual survey data, scientific experiments, etc.)	11 6%	42 22%	71 37%	67 35%

<b>7. Please respond to the following statements regarding the benefits of technology use in your classroom.</b>						
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree Completely	Agree Somewhat	Disagree Somewhat	Disagree Completely	N/A	
Technology has enabled me to promote student-centered activities.	51 27%	96 50%	21 11%	10 5%	13 7%	
Technology has helped my students collaborate with others.	22 12%	94 49%	36 19%	17 9%	22 12%	
Technology has increased my students' engagement in learning.	82 43%	87 46%	11 6%	5 3%	6 3%	
Technology has increased my students' motivation.	75 39%	94 49%	12 6%	3 2%	7 4%	
Technology has helped my students gain deeper and more meaningful mastery of content.	64 34%	94 49%	20 10%	5 3%	8 4%	
Technology has helped my students understand key concepts.	70 37%	89 47%	19 10%	6 3%	7 4%	

<b>8. Often, teachers would like to use technology more frequently with students, but various barriers hinder the ability to do so. Please select the statements that best reflect those barriers. Select all that apply.</b>		
I am not confident in my abilities to model effective instructional use of technology.	49	26%
Lack of instructional time or other priorities leave me with little time to have students work with technology.	99	52%
I am not aware of what is available to me in our school or district.	26	14%
I do not have adequate time to learn about technologies given other priorities.	81	42%
I do not have adequate technological resources in my school building to support what I want to do with students.	94	49%
Technical support is inadequate or equipment is frequently inoperable.	55	29%
Other, please specify	41	21%

### Teacher Preparation and Use

<b>9. Please rate your ability to perform the following tasks:</b>				
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	I could teach others to do this.	I can do this comfortably.	I can do this, but may need help.	I do not know how.
Use a word processor to produce documents.	138 72%	52 27%	1 1%	0 0%

Use a spreadsheet to perform calculations.	49 26%	53 28%	66 35%	23 12%
Use a spreadsheet to create a graph.	45 24%	44 23%	69 36%	33 17%
Use technology-based data to make decisions about student performance.	41 21%	93 49%	38 20%	19 10%
Use multimedia from a variety of sources to present ideas.	52 27%	90 47%	34 18%	15 8%
Create and manage email.	137 72%	52 27%	2 1%	0 0%
Find information quickly and easily on the Internet.	125 65%	62 32%	4 2%	0 0%
Perform research on the Internet using reliable sources.	115 60%	64 34%	12 6%	0 0%
Create interactive lessons for use by myself or others on a Smart Board.	23 12%	32 17%	59 31%	77 40%
Create and manage documents and folders on a network.	80 42%	57 30%	43 23%	11 6%

**10. Please respond to the following statements regarding the frequency of personal classroom practices:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Daily	Weekly	Monthly	1-2 Times per Year	Never
I use technology to analyze student assessment data.	21 11%	52 27%	54 28%	38 20%	26 14%
I use technology for personal productivity.	141 74%	30 16%	9 5%	6 3%	5 3%
I use technology to communicate within the school building/district.	174 91%	13 7%	2 1%	2 1%	0 0%
I use technology to communicate with parents and other community agencies.	101 53%	73 38%	11 6%	4 2%	2 1%
I use technology to access professional development resources.	65 34%	67 35%	39 20%	17 9%	3 2%
I use technology to assess the performance of students (i.e. the students use technology in some way to aid in or perform the assessment - digital portfolios, multimedia presentations, READ 180, System 44, Study Island, Education City).	19 10%	47 25%	41 21%	32 17%	52 27%

**11. Please select the topic(s) for which you would like to see additional professional development offerings. Select all that apply.**

21st Century Technology Skills	79	41%
Word processing	5	3%
Spreadsheets and charts	55	29%
Database use	31	16%
Online databases (Badgerlink)	33	17%
Data-driven analysis and decisions	50	26%
Digital imaging - cameras, scanners, storyboarding	61	32%
Presentation software	62	32%
Classroom use of the Internet	49	26%
Internet searching strategies	19	10%
Web 2.0 Tools	53	28%
What's new in technology?	71	37%
Smart Boards	120	63%
Video editing	57	30%
Moodle or other virtual environments	53	28%

Blended or virtual classrooms	59	31%
Other, please specify	18	9%

**12. In the past 12 months, have you been involved in any professional development activities which had a focus on instructional technology?**

Yes	108	57%
No	83	43%
<b>Total</b>	<b>191</b>	<b>100%</b>

**13. If professional development opportunities were offered for full or half days during the summer, would you attend? Select all that apply.**

Yes, with a stipend	160	84%
Yes, without a stipend	45	24%
Yes, with graduate credit option	88	46%
Yes, without graduate credit option	24	13%
No, I would not attend.	12	6%

**14. Would you attend technology-related professional development opportunities if they were offered in the late afternoon/evening?**

Yes	123	64%
No	68	36%
<b>Total</b>	<b>191</b>	<b>100%</b>

**15. Please provide any additional comments which might help us determine how to better meet your needs with regards to developing your personal awareness and skills with technology.**

45 Responses

**For Smart Board Classrooms**

**16. Do you have a Smart Board in your classroom? If you answer no to this question, skip to the next section.**

Yes	65	34%
No	126	66%
<b>Total</b>	<b>191</b>	<b>100%</b>

**17. How long has the Smart Board been usable in your classroom?**

0 - 6 months	25	36%
7 - 12 months	13	19%
13 - 24 months	13	19%
2+ years	19	27%
<b>Total</b>	<b>70</b>	<b>100%</b>

**18. Please describe any formal or informal professional development you received for your use of the Smart Board.**

67 Responses

**19. Describe any changes you have made in instruction due to the presence of the Smart Board.**

57 Responses

## Technology Support

### 20. Please indicate your satisfaction with the following areas of technology and support.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	N/A
Response time for computer hardware support	91 48%	69 36%	21 11%	5 3%	5 3%
Response time for software questions	61 32%	87 46%	20 10%	2 1%	21 11%
Response time for phone issues	48 25%	46 24%	12 6%	4 2%	81 42%
Reliability of our network	60 31%	79 41%	32 17%	16 8%	4 2%
Reliability of our Internet connection	71 37%	64 34%	38 20%	16 8%	2 1%
Speed of our Internet connection	56 29%	67 35%	40 21%	27 14%	1 1%
Response time for network outages	79 41%	75 39%	24 13%	5 3%	8 4%
Communications about upcoming issues/outages/changes/updates	127 66%	52 27%	7 4%	4 2%	1 1%

### 21. Rate your level of satisfaction regarding your building's incorporation of technology to support student learning in the past 2 years.

Very satisfied	36	19%
Somewhat satisfied	110	58%
Somewhat dissatisfied	36	19%
Very Dissatisfied	9	5%
<b>Total</b>	<b>191</b>	<b>100%</b>

### 22. What resources do you believe are needed to advance your grade or department's ability to use technology in the next 3 years?

191 Responses



D C Everest Area


# NGA Wisconsin Student Assessment-Fall 2010

## Results Summary Student Demographics



<b>Question: What is your gender?</b>			
	count	percentage n = 130	
Female	(show me) 62	47.69	
Male	(show me) 68	52.3	

<b>Question: Which is most applicable to you? (check all that apply)</b>			
	count	percentage n = 130	
White	(show me) 108	83.07	
Black	(show me) 3	2.3	
Hispanic	(show me) 3	2.3	
American Indian	(show me) 4	3.07	
Alaska Native	(show me) 1	0.76	
Asian	(show me) 14	10.76	
Native Hawaiian	0	0.0	
Pacific Islander	(show me) 2	1.53	
Other (click to show values)	(show me) 2	1.53	



**Question: Grade level:**

	count	percentage n = 130	
4th grade	0	0.0	
5th grade	0	0.0	
6th grade	0	0.0	
7th grade	0	0.0	
8th grade	(show me) 130	100.0	
9th grade	0	0.0	
10th grade	0	0.0	
11th grade	0	0.0	
12th grade	0	0.0	

**Question: Do you have access to a computer at home?**

	count	percentage n = 130	
Yes	(show me) 123	94.61	
No	(show me) 7	5.38	

**Question: Do you have Internet access at home?**

	count	percentage n = 130	
Yes	(show me) 121	93.07	
No	(show me) 9	6.92	

**Question: Which of the following portable devices do you have at home?  
(check all that apply)**

	count	percentage n = 126	
Cell Phone (not Internet-enabled)	(show me) 91	72.22	
Smart Phone (Blackberry, iPhone or other Internet-enabled cell phone)	(show me) 34	26.98	
iPod or other MP3 Player	(show me) 87	69.04	
iPod Touch or other Internet-enabled MP3 player	(show me) 52	41.26	
eBook Reader (Kindle, Sony, Nook, etc.)	(show me) 12	9.52	
Portable computer (laptop, notebook computer, netbook)	(show me) 77	61.11	
Hand-held Gaming Device	(show me) 73	57.93	

**Question: How often do you use a computer for homework outside of school?**

	count	percentage n = 130	
Less than an hour a day	(show me) 67	51.53	
One hour a day	(show me) 36	27.69	
More than one hour a day	(show me) 27	20.76	

**Question: How often do you use a computer for homework at school?**

	count	percentage n = 130	
Less than an hour a day	(show me) 86	66.15	
One hour a day	(show me) 26	20.0	

More than one hour a day	(show me) 18	13.84	
--------------------------	-----------------	-------	--

**Question: Are you generally able to use a computer for schoolwork at school when needed?**

	count	percentage n = 130	
Yes	(show me) 122	93.84	
No	(show me) 8	6.15	






**Question: Do the computers at school allow you to access online resources and information needed to complete your assignments?**

	count	percentage n = 130	
Yes	(show me) 126	96.92	
No	(show me) 4	3.07	



**Question: Do you know how to use most of the software on the school computers that is needed to complete your assignments?**

	count	percentage n = 130	
Yes	(show me) 120	92.3	
No	(show me) 10	7.69	

**Question: Which of the following tools have you used at school? (check all that apply)**

	count	percentage n = 130	
Email	(show me) 72	55.38	
Blogs	(show me) 22	16.92	
Wikis	(show me) 40	30.76	
Google docs	(show me) 84	64.61	
None of the above	(show me) 22	16.92	

**Question: Do most of your teachers use some sort of technology such as LCD Projectors, Document camera, Interactive Whiteboard (e.g. SMART Board, Promethean Board) to present information such as PowerPoint presentations or web sites in their classes?**

	count	percentage n = 130	
Yes	(show me) 123	94.61	
No	(show me) 7	5.38	



**D C Everest Area**  
**NGA Wisconsin Student Assessment-Fall 2010**  
**Student Proficiency**

<b>NETS Standard</b>	<b>n</b>	<b>Minimal</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Creativity &amp; Innovation</b>	128	16.41%	22.66%	37.50%	23.44%
<b>Communication &amp; Collaboration</b>	129	16.28%	9.30%	35.66%	38.76%
<b>Research &amp; Information Fluency</b>	129	12.40%	9.30%	35.66%	42.64%
<b>Critical Thinking, Problem Solving &amp; Decision Making</b>	128	16.41%	19.53%	33.59%	30.47%
<b>Digital Citizenship</b>	128	32.03%	35.94%	28.91%	3.13%
<b>Technology Operations &amp; Concepts</b>	128	20.31%	14.84%	52.34%	12.50%
<b>Overall</b>	129	13.95%	22.48%	51.94%	11.63%
Index score (combined percentage of last 2 columns): 63.57%					

## **Appendix C**

### **District Technology Policies**

- ❖ Staff Acceptable Use Policy
- ❖ Student Acceptable Use Policy
- ❖ Web Page Development Policy
- ❖ Software Purchase/Installation Policy
  - ❖ Electronic Device Policy
- ❖ Selection and Reconsideration of Instructional Materials
  - ❖ Interlibrary Loan of Materials
- ❖ Technology Concerns for Students with Special Needs

## POLICY #4140.00

Staff Access to Technology Resources  
Adopted November 24, 1998 • Revised December 3, 2009

Policies and Procedures

With the pervasiveness of digital communication, the Board recognizes that employees will utilize technology to share ideas, transmit information, and contact others. As staff members are connected to the global community, their use of new tools and systems brings new responsibilities as well as opportunities.

The Board expects that all employees will learn to use electronic mail and other digital communication tools and apply them daily in appropriate ways to the performance of tasks associated with their positions and assignments. Staff members will be provided with training in the proper and effective use of these tools.

Communication over networks is not private. Network supervision and maintenance may require review and inspection of files or messages. The district reserves the right to access stored records. Courts have ruled that old messages may be subpoenaed, and network supervisors may examine communications in order to ascertain compliance with network guidelines for acceptable use.

Employees are expected to communicate in a professional manner consistent with state laws governing the behavior of school employees and with federal laws governing copyrights. Electronic mail and other digital communications are not to be utilized to share confidential information about students or other employees. Prohibited behaviors include, but are not limited to, those listed on the Staff Acceptable Use Agreement for Technology Resources form (4135.235E-A).

Staff members are encouraged to make use of digital resources to explore educational topics, conduct research, and contact others in the educational world. These resources will expedite the sharing of effective practices and lessons across the district and will help staff form partnerships with others across the nation and around the world.

---

## EXHIBIT:

Staff Acceptable Use Agreement for Technology Resources  
Adopted November 24, 1998 • December 3, 2009  
[4135.235E-A.pdf](#)

Personnel

Staff Acceptable Use Agreement for Technology Resources

1. The network is provided for staff and students to conduct research, perform work related tasks and communicate with others. Communications over the network are often public in nature therefore general rules and standards for professional behavior and communications will apply.
2. Electronic mail and telecommunications are not to be utilized by employees to share confidential information about students or other employees because messages are not entirely secure.
3. Network administrators may review files and communications to maintain system integrity and to ensure that staff members are using the system responsibly. Users should not expect that files stored on district servers are private.
4. Prohibited behaviors include, but are not limited to:
  - Sharing confidential information about students or employees
  - Sending or displaying offensive messages or pictures
  - Assisting a campaign for election of any person to any office or for the promotion of or opposition to any ballot proposition
  - Using language that is inconsistent with the standards of this community
  - Harassing, insulting or attacking others
  - Engaging in practices that threaten the network
  - Installing unauthorized or unlicensed software
  - Violating copyright laws
  - Using others' passwords
  - Allowing others to use your passwords
  - Trespassing in others' folders, documents, or files
  - Intentionally wasting limited resources
  - Employing the network for commercial purposes or for personal gain
  - Sending or forwarding chain letters, solicitations, public service announcements or advertisements not related to the mission of the district.
  - Using district equipment for recreational or personal use during normal working hours
  - Using district equipment for any activity for personal use which incurs a cost to the district
  - Violating regulations prescribed by the network provider
  - Conducting union business other than that which is already approved under the Master Contract
  - Promoting, supporting or celebrating religion or religious institutions

The Network Manager will report inappropriate behaviors to the Assistant Superintendent Curriculum, Instruction and Technology who will then notify the employee's supervisor. Violations may result in a loss of access and/or disciplinary action. When applicable, law enforcement agencies may be involved.

**Each employee will sign this acceptable use agreement before establishing an account.**

I have read and understand this Acceptable Use Agreement for using D. C. Everest District network and Internet services.

Employee Name \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

Building \_\_\_\_\_ Position \_\_\_\_\_

Exhibit Approved: 11/24/98  
Exhibit Revised: 11/30/07  
KAG:ems

SCHOOL BOARD  
D.C. Everest Area School District  
6300 Alderson Street  
Weston, Wisconsin 54476

## POLICY #6200.00

Elementary & Secondary Guidelines for Educational Uses of Technology  
Adopted September 24, 1996 • Revised February 2, 2010

**D. C. Everest Student Acceptable Use Policy for Technology Services**

The D. C. Everest Area School District offers networked services, including Internet access, for student use. This network system has been established for a limited educational purpose to include classroom activities, career development, and limited high-quality, self-discovery activities. It has not been established as a public access or public forum. The District has the right to enforce all rules set forth in the school code and the laws of the State of Wisconsin. Further, students may not use this system for commercial purposes to offer, provide, or purchase products or services through the system or use the system for political lobbying. Access to the Internet is available through this school only with permission of the principal or his or her designee and the parents or guardian of the student.

**Guidelines for Technology Use****• Personal Safety**

Students will not post contact information (e.g. address, phone number) about themselves or any other person.

Students will not agree to meet in person with someone they have met online without approval of their parents. Any contact of this nature or the receipt of any message the student feels is inappropriate or makes the student feel uncomfortable should be reported to school authorities immediately.

**• Illegal Activities**

Students will not attempt to gain unauthorized access to this or any other computer system or go beyond the student's authorized access by using another person's account or accessing another person's files.

Students will not deliberately attempt to disrupt the computer system or destroy data by spreading computer viruses or by any other means.

Students will not use the D. C. Everest network system to engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

Students will not intentionally tamper with the hardware or software available for their use.

**• System Security**

If an individual account is provided, the student is responsible for that account and should take all reasonable precautions to prevent others from being able to use that account. Under no condition should a student give a student's login and/or password to another person.

Students will immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not look for security problems; this may be construed as an illegal attempt to gain access.

Students will avoid the inadvertent spread of computer viruses by following the district virus protection procedures when downloading files.

**• Inappropriate Language**

On any and all uses of the Internet, whether in application to public or private messages or material posted on Web pages, students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language. Students will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks. Students will not harass another person by a persistent action that distresses or annoys another person, and students must stop if asked to do so.

**• Respecting Resource Limits**

Students will use the system only for educational and career development activities and limited, high-quality, self-discovery activities. Games or other programs of a personal nature may not be installed or run.

Students will not download large files without the approval of a lab supervisor or teacher.

Students will not be assigned a personal e-mail account unless it is in conjunction with a specific class project. In that event, the e-mail account will expire when the project is concluded.

Students will subscribe only to high-quality discussion group mail lists that are approved by a teacher or IMC Specialist and that meets specific curricular objectives that are consistent with the curriculum.

**• Plagiarism and Copyright Infringement**

Students will not plagiarize words that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were their own.

Students will respect the rights of copyright owners. Copyright infringement occurs when users inappropriately reproduce a work that is protected by copyright. If a work contains language that specifies appropriate use of that work, students should follow the expressed requirements. If students are unsure whether or not they can use a work, they should request permission from the copyright owner or direct any questions regarding copyright law to a teacher or IMC Specialist.

Students will not attempt to alter or copy any software found on the system.

Students who create or assist in the creation of district websites, assign copyright of their sites to the D.C. Everest District.

- Inappropriate Access to Material

Students will not use the D. C. Everest network system to access material that is profane or obscene (pornography) or that advocates illegal acts or violence or discrimination toward other people (hate literature). A special exception may be made for hate literature if the purpose of the access is to conduct research with both teacher and parental approval. In addition, students will not use the system to access information on how to make or use explosives or other devices of destruction.

The school district uses filtering software to attempt to limit access to profane, obscene, or other inappropriate Internet sites. No filtering software is foolproof, however, and it is the responsibility of the students to notify school district personnel of sites that are profane, obscene, or violent in nature. If students mistakenly access inappropriate information, students should immediately tell a teacher or other district employee. This will protect students against a claim of intentional violation of this policy.

Students will not attempt to bypass district Internet filters.

The student's parents should instruct the student if there is additional material they think would be inappropriate for the student to access. The district fully expects that students will follow their parents' instructions in this matter.

- Student Rights

**Free Speech.** The student's right to free speech, as set forth in the school disciplinary code, applies also to the student's communication on the Internet. The Internet is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's right to free speech for valid educational reasons. If student work is published on the Internet as part of the District web site, it will be consistent with the goals of the curriculum and will follow all District guidelines for Web page development.

**Search and Seizure.** Students should expect no privacy of the contents of their personal files on the district system. Routine maintenance and monitoring of the system may lead to discovery that students have violated this policy, the school code, or the law. An individual search will be conducted if there is reasonable suspicion that students have violated this policy, the school disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation. If students are under age 18, the student's parents have the right at any time to see the contents of their network files.

**Due Process.** The district will cooperate fully with local, state or federal officials in any investigation related to illegal activities conducted through the D. C. Everest network system. In the event of a claim that students have violated this policy, the school disciplinary code, or the law, the student will be given notice of suspected violations and have an opportunity to present an explanation according to school code and/or state, federal, or international law.

The district makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect. The district will not be responsible for any damage students may suffer including, but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information attained through or stored on the system. The district will not be responsible for financial obligations arising from unauthorized use of the system.

Network activity is monitored and logged. Violations of this policy are easily discovered. Depending on the nature and degree of a violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use of access privileges; payments for damages and repairs, discipline under other appropriate school district policies.

**Please keep this policy for future reference. Sign, date, and return the attached signature page to the building principal.**

---

EXHIBIT:

DCE Acceptable Use Policy for Technology Services/Student  
Adopted November 23, 1999 • February 2, 2010  
[6161.4E-A.pdf](#)

## D. C. Everest Acceptable Use Policy for Technology Services

### STUDENT

I have read and do understand the **Acceptable Use Policy for Technology Services** of the D. C. Everest School District and agree to abide by them. I further understand that any violation of the policies referenced above is unethical and may constitute a violation of law. Should I commit any violation, my access privileges may be revoked, school disciplinary action (including fines) may be taken, and/or appropriate legal action may be pursued.

Student's Full Name (Please print) \_\_\_\_\_

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_ Grade \_\_\_\_\_

Building \_\_\_\_\_

### PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the **Acceptable Use Policy for Technology Services** regarding the acceptable use of the school district computer system and the Internet. I understand that this access is designed for educational purposes. However, I also recognize it is impossible for the school district to restrict access to all controversial materials, and I will not hold the school district or its employees or agents responsible for materials acquired on the Internet. I also understand that I am financially responsible for my student's actions should those actions result in damage to district resources. I hereby give permission for my child to use the networked computer system which includes filtered Internet access.

Parent/Guardian Name (Please print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Exhibit Adopted: 11/23/99  
Exhibit Revised: 12/18/07  
KAG:ems

SCHOOL BOARD  
D.C. Everest Area School District  
6300 Alderson Street  
Weston, Wisconsin 54476

## POLICY #6210.00

Elementary & Secondary District Website Policy  
Adopted February 27, 2001 • Revised February 2, 2010

D.C. Everest Area School District websites provide the public with access to information about the District's activities and its many contributions to the community. Sites are being expanded to include more content appropriate for students, parents, and the worldwide community. Rule 6161.5R is intended to provide a framework for the continuous development of the site.

This policy covers all websites serving D.C. Everest including all building, departmental, unit, and student sites. The structure of the D.C. Everest web service is based on district, school-specific and classroom-specific sections and units.

The preparation and presentation of all pages published on the D.C. Everest website should reflect the commitment of the District to high quality in teaching and learning.

---

**RULE:**

Elementary & Secondary DCE School District Website Guidelines  
Adopted November 30, 2007 • February 2, 2010

Web Server Location

The main D.C. Everest web server is the appropriate place to publish District information. This server is located at the District office. The Network Manager is responsible for maintaining this server.

Content Providers

Each District building, department or classroom unit or section wishing to publish information on the web at D.C. Everest should select a content provider to work with the District Webmaster.

Content providers are responsible for websites of the District building, department or classroom unit or section. They have the authority to prepare, load, review and maintain the entry of the District department, school or classroom unit or section. In particular, content providers are responsible for editorial standards and for the accuracy of the information published. The content provider is expected to ensure that pages published by their District building, department or classroom unit or sections conform to the D.C. Everest Area School District website policy (6161.5P).

D.C. Everest is committed to the spirit of academic freedom. However the content provider should ensure that no pages published by their District department, school or classroom unit or section are detrimental to the good name of D.C. Everest. Potentially defamatory material must be avoided.

Legal Issues

District content providers, authors and users of the D.C. Everest Web service are subject to the Acceptable Use Policies for Students and Staff (6161.4P, 4135.235P). Prohibited activities include, but are not limited to:

- the creation or transmission of any offensive, obscene or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material
- the creation or transmission of material which is designed or likely to cause annoyance, inconvenience or needless anxiety
- the creation or transmission of defamatory material
- the transmission of material such that this infringes the copyright of another person
- the transmission of unsolicited commercial or advertising material either to other user organizations, or to organizations connected to other networks

Content must not violate any applicable export laws and regulations, must not constitute a copyright or trademark infringement, must not be used for commercial purposes, must not be used for political lobbying, and must not otherwise violate any local, state, or federal laws. Personal sites also will not include the hosting of pages for other individuals or groups.

Training and Support

Training in the authoring of D.C. Everest websites is available through the Technology Staff Development Program. Templates using have been developed for those who would like a head start in website creation. Employees or students should contact the District Webmaster for training. All training and authoring support relates only to the preparation of pages in the D.C. Everest web style and any recommended software being used in that context.

Website Content

Individual buildings, departments, units, and student organizations may have pages on the D.C. Everest website. Teachers may have class materials (syllabi, course materials, resource materials, etc.) on the web, linked through the appropriate department's pages. Students may place pages produced for classes on the web. All pages produced as a part of the district website must conform to the D.C. Everest Guidelines for Web Design which are posted on the District website.

Faculty, staff and students may have school-related pages on the web. It is recognized that each individual faculty/staff member or student will have individual requirements for his/her pages. However, the D.C. Everest computer and network infrastructure is a limited resource owned by the school district. Therefore, the Assistant Superintendent of Curriculum, Instruction, Technology and the Network Manager reserve the right to limit the amount of space allocated to these pages.

Student websites authored as a result of academic assignments must reflect the mission of the District, and must not misrepresent in any way the D.C. Everest Area School District and must not conflict with the official D.C. Everest website. Student pages must be clearly identified as a class project and must be submitted for approval and posting by the content provider or the principal or designee of that building.

Illegal or improper use of a website posted on the District site will result in the removal of the page or other disciplinary or legal action as appropriate.

#### Student Identification

Student pictures are a powerful communications tool. Identification of students under the age of 18 will be limited to their first name and first letter of their last name. Any parent not wishing to have images of their child(ren) on the District website may notify the appropriate building principal(s) in writing of their wishes consistent with the Directory Information Policy ( 5125R).

## POLICY #6180.00

Elementary & Secondary Software Licensing, Installation and Use  
Adopted October 24, 2000 • Revised February 2, 2010

The purpose of this policy is to provide a standard to be applied to the purchase and installation of computer software for administrative and instructional purposes in the D. C. Everest Area School District. As a result, this policy will:

1. Create a process for software purchases.
2. Standardize the computer software being used in all administrative functions.
3. Provide continuity in the software applications loaded on individual desktops in classrooms and computer labs.
4. Provide a foundation for the growth and expansion of desktop and network computing.

Software installations are to be performed by technology staff only. Any software installed on a district computer becomes the property of the district. Original installation media and licenses will be kept on file with the building technology staff.

Only properly licensed software may be installed on district computers. Software that is purchased by an individual for home use may only be installed on a district computer if the license for that program is transferred to the district and the original software and license are in the district's possession. When considering a software purchase, Open Source programs should be given priority when program functionality meets the needs.

Unauthorized duplication of commercial software is illegal. The installation of unauthorized software on D. C. Everest Area School District computers is not allowed. Such software will be immediately removed when discovered. Students and staff are expected to follow the Acceptable Use Guidelines found in 6161-4.E and 4135.235E-A. Failure to follow these policies may result in disciplinary and/or legal action.

This policy is designed to maintain D. C. Everest Area School District compliance with Federal Copyright Protection for Computer Programs as well as vendor software license agreements and policies recommended by the Software Publishers Association (SPA) Anti-Piracy Initiative.

## EXHIBITS:

Educational Software Evaluation  
Adopted October 24, 2000 • February 2, 2010  
[6161.21E-A.pdf](#)

Software Request Form  
Adopted October 24, 2000 • February 2, 2010  
[6161.21E-B.pdf](#)

Verification of Software License for District Image  
Adopted October 24, 2000 • February 2, 2010  
[6161.21E-C.pdf](#)

D.C. EVEREST AREA SCHOOL DISTRICT  
EDUCATIONAL SOFTWARE EVALUATION

**Name of Program:**

Please rate each software program you previewed today from 1 to 4 (with 4 being excellent) in each of these areas and add your comments below.

Ease of Use

1  2  3  4

Approach to Topic/Curriculum Area

1  2  3  4

Teacher's Guide/Student Materials

1  2  3  4

Success in Meeting Educational Objectives

1  2  3  4

Specify which standards and benchmarks can be met by using this program.

Overall Value

1  2  3  4

For what grade range(s) do you think this program is appropriate? Check all that apply.

- K-2
- 3-5
- 6-7
- 8-9
- 10-12

What do you see as the program's three main strengths?

- 1.
- 2.
- 3.

Is this a program you would like to see your school or the district purchase?

- Yes       No

Is the program networkable?

- Yes       No

How many licenses would be necessary for your school or department?

How will the purchase be funded?

Exhibit Adopted: 10/24/00  
Exhibit Revised: 11/30/07  
KAG:ems

SCHOOL BOARD  
D.C. Everest Area School District  
6300 Alderson Street  
Weston, Wisconsin 54476

**D. C. EVEREST AREA SCHOOL DISTRICT  
SOFTWARE REQUEST FORM**

This form, as well as the Educational Software Evaluation Form, should be filled out for software purchased that will be installed on district computers and/or networks. **All software must be previewed prior to purchase.** This form should be forwarded to the Assistant Superintendent Curriculum, Instruction and Technology for approval.

Date: \_\_\_\_\_ School year to be purchased: \_\_\_\_\_

Name of Person Requesting: \_\_\_\_\_ Building: \_\_\_\_\_

Subject/Class: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Media:    CDROM           DVD           Internet Download           Other   

Is this program compatible with currently supported computer and network operation systems? Yes  No

Was this program previewed?    Yes     No        Date previewed: \_\_\_\_\_

Previewed by whom: \_\_\_\_\_

Name of program: \_\_\_\_\_ Copyright date: \_\_\_\_\_

Publisher/Source, etc. \_\_\_\_\_

Address: \_\_\_\_\_

Catalog/Order No: \_\_\_\_\_ Price: \_\_\_\_\_

**Software Installations**

Software installations are to be performed by district technology staff only. Any software installed on district computers becomes property of the district. Original installation media and licenses will be kept on file with the building support technician or technology staff.

Unauthorized duplication of commercial software is illegal. The installation of unauthorized or unlicensed software on D. C. Everest Area School District computers is not allowed. Such software will be immediately removed when discovered.

Office Use Only			P-Card	PO
Order Approved	Yes	No	Date	

Exhibit Adopted: 10/24/00  
Exhibit Revised: 11/30/07  
KAG:ems

SCHOOL BOARD  
D.C. Everest Area School District  
6300 Alderson Street  
Weston, Wisconsin 54476

POLICY #5360.00

ELECTRONIC COMMUNICATION DEVICES

Adopted August 28, 1990 • Revised January 22, 2010 • Revised May 24, 2011

Student use of electronic communication devices, including but not limited to cell phones, on school premises are subject to restricted use during the school day. The use will be governed by the expectations of classroom teachers and school expectations delineated in the student handbook. The use may not in any way:

- Disrupt the educational process;
- Endanger the health or safety of the student or others;
- Infringe upon the rights of others at school;
- Involve illegal or prohibited conduct.

At no time may cell phones or other electronic communication devices be used to take, record or transfer photographs or video images of a person in school locker rooms, restrooms or other private areas.

The District shall not be responsible for the security or safety of electronic communication devices that students choose to bring to school.

Nothing within this policy shall be construed to limit a student's ability to possess and use an electronic device in a manner that functions as assistive technology necessary for a student's education and that is required under an individualized education plan or a Section 504 plan.

Any student found violating this policy shall be subject to school discipline. Students will be notified annually of this policy through registration materials and/or student handbooks.

Legal Reference: WSS 118.258

---

**POLICY #6170.00****Elementary & Secondary Selection & Deletion of Educational Materials**  
Adopted September 21, 1981 • Revised February 2, 2010

The D.C. Everest School Board, as the governing body of the school district, is legally responsible for all educational materials relating to the operation of the D.C. Everest Area School District. The school district provides instructional materials to meet specific curriculum objectives and to encourage independent reading and research.

The School Board as a policy-making body, delegates the responsibility for the selection of educational materials to the professionally trained personnel employed by the school system, subject to procedures for reviewing challenged materials.

The D.C. Everest School Board delegates to the Superintendent and designated staff the responsibility for establishing the criteria upon which the selection of textbooks and other instructional materials will be based. Textbooks are to be selected by committees made up of teachers and administrators from the appropriate grade level or subject area. The role of the Instructional Media Center (IMC) in the D.C. Everest Area School District is to provide a point of access to information and ideas for students and staff. It is the responsibility of the IMC to provide a wide variety of materials and resources necessary to accomplish the goals and objectives of the District. We acknowledge each student's needs by providing materials at various levels. The IMC program strives to provide current materials with a wide range of appeal and differing points of view to support the curriculum, encourage independent study, foster literacy and life-long learning skills, and promote personal reading enjoyment. The underlying philosophy of selection is to include materials for their strengths and avoid excluding materials for their limitations.

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of sex, race, religion, ancestry, creed, sexual orientation, national origin, pregnancy, marital or parental status, physical, learning, mental or emotional disability or handicap.

**Legal Reference:**

Sections 118.12 Wisconsin Statutes  
118.13  
120.13(5)  
121.02(1) (h)  
PI 9.03(1) of the Wisconsin Administrative Code  
Title IX, Education Amendments of 1972  
Title VI, Civil Rights Act of 1964  
Section 504, Rehabilitation Act of 2007  
Americans with Disabilities Act of 2008  
Individuals with Disabilities Education Act 2004  
Civil Rights Act of 1991

Cross Reference: Equal Educational Opportunities  
Student Discrimination Complaint Procedure

---

**RULE:****Elementary & Secondary Educational Materials Selection - Process**  
Adopted September 9, 1981 • February 2, 2010

The following process for the selection of educational materials will be followed by the D.C. Everest Area School District.

**RESPONSIBILITY**

The responsibility for the selection of educational materials is delegated to the professionally trained and certified staff employed by the school district. For purposes of this rule the term "educational materials" includes printed and non-printed materials.

**OBJECTIVES**

The D.C. Everest School District, believing that each student is entitled to a quality, optimum education, bases selection of instructional items on materials that will:

1. Encourage and enable each student to become intellectually and socially competent, to value moral integrity and personal decency, and to achieve self-understanding and self-realization.
2. Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
3. Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
4. Provide a background of information which will enable students to make intelligent judgments in their daily life.

**CRITERIA FOR SELECTION OF EDUCATIONAL MATERIALS**

Educational materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of grade levels/instructional units and/or departments and specific courses.

1. Educational materials shall be appropriate for the subject area and for the age, emotional development, ability level, interests, learning styles and social development of the students for whom the materials are selected.
2. Educational materials shall meet high standards in presentation, quality, and variety of format, and artistic quality and/or literary style.
3. Educational materials shall be selected with the intent of maintaining a balanced collection representing various views.

4. Educational materials shall be selected with specific teaching styles and methodology considered.
5. Educational materials will be selected for their strengths, rather than rejected for their weaknesses.

### NONDISCRIMINATION

The school district shall not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

### CONTROVERSIAL TOPICS

Intellectual freedom should promote no cause, further no movement, and favor no viewpoint. It is in the best interest of the student to offer the widest variety of views and opinions, including unorthodox and controversial ideas.

Controversial issues shall be covered from all points of view as fully as possible. Media of sound factual authority shall not be removed for partisan or doctrinal reasons until the district procedure has been satisfied. The areas most often criticized are as follows:

1. Religion: Material on religious subjects should be available and should be factual, unbiased and broadly representative. Instruction shall teach the role of religion in the historical, cultural, economic and social development of the United States and other nations and should instill tolerance and respect for a pluralistic society.
2. Political Ideologies: Factual material on an appropriate reading level should be available concerning those ideologies which exert strong influence on government, or any other phase of our common life.
3. Sex: Frank treatment of sex should not automatically rule out books or other materials. It may, however, necessitate an evaluation of the merits of the work as they relate to literary quality, truth to life, relevance to the curriculum and mores of the community.
4. Profanity: Inclusion of profanity should be considered and evaluated on the merits of the work in which it appears including the literary quality, truth to characterizations and moral tone.

While no parent or organization has the legal right to abridge the rights of other parents or students to have access to materials which are part of the school's educational program and approved by the Board of Education, the opportunity is available for citizens to challenge educational materials (See 4.1, Objection to Materials).

### PROCEDURE FOR SELECTION OF EDUCATIONAL MATERIALS

Recommendations for the selection of material may originate from any student or staff member.

1. Materials should be selected, in the case of secondary schools, within the framework of the department or vertical secondary committee.
2. Material selection originating from the elementary faculty should be decided upon within the unit framework and the appropriate elementary or middle level subject area committee.
3. Media and library materials will be selected by the respective school library and media staffs. They will consult reputable, professional journals and other appropriate sources.

### Textbook Committee Membership

#### Elementary/Middle Level

1. All elementary teachers and principals should have an opportunity for input.
2. The committee should consist of at least one teacher from each elementary school, and all grades should be represented.
3. Committee members should be selected by personnel at the respective schools.
4. Committee chairpersons should be selected by the committee members with the approval of the Assistant Superintendent, Curriculum, Instruction & Technology.
5. If the textbook is used in a course that is part of a K-12 sequence, the committee should include a member(s) from upper grade levels or subject areas.

#### Secondary

1. All members of the department involved should have an opportunity to serve on the committee.
2. The coordinator should be the chairperson of the committee.
3. If the textbook is used in a course that is part of a K-12 sequence, the committee should include a member(s) from the elementary level.

A Materials Selection Evaluation Form (See 3.7, 3.8) for any material used by an entire class in any given subject will be kept on file. Textbook selection file will be maintained by the Assistant Superintendent, Curriculum, Instruction & Technology. Supplemental materials will be maintained by the principal. This statement will explain why the material was chosen, how it will be used in the classroom, and the stated educational goal.

Textbook selections are forwarded to the office of the Superintendent and his/her designee (e.g., the business manager) through the principal for purchase throughout the year.

### SPECIAL AREAS

Special areas include any and all non-budget items and materials which are loaned, granted, or donated to the school district by any individual or group. Such non-budget items or gifts would fall under the following special area guidelines:

1. The district has the right to accept or reject any given materials.
2. Upon acceptance, the district, rather than the donor, will decide how to distribute, retain, store, and use the materials.
3. The district has the right to discard any portion of the materials presented that it feels may not contribute to the district's goals.
4. In the case of monetary endowments, any necessary stipulations will be agreed upon before acceptance.

### DELETION OR WITHDRAWAL OF MATERIALS

Selection is an on-going process which should include the removal of materials no longer appropriate or accurate and the replacement of lost and worn materials still of educational value. Criteria for the removal of materials (weeding) may include the following:

1. Materials having inaccurate and outdated information.
2. Materials depicting negative role stereotypes.
3. Materials no longer useful for curricular support or recreational reading.
4. Materials not circulated for a number of years.
5. Materials in poor physical condition.

After the weeding process is over, all withdrawn materials will be considered essentially valueless and will be disposed of at the discretion of the Assistant Superintendent, Curriculum, Instruction & Technology.

**LEGAL REFERENCE:**

Section 118.12 Wisconsin Statutes  
Section 118.13 Section 120.13(5)  
Section 121.02(1)(h)  
PI 9.03 (1) of the Wisconsin Administrative Code

**CROSS REFERENCE:**

Nondiscrimination Complaint Procedures

---

**EXHIBITS:**

Directions Re the Screening of Materials to Ensure Equity  
Adopted May 26, 1992 • February 2, 2010  
[6161E-A.pdf](#)

Checklist for the Evaluation of Reading or Literature Material for Bias  
Adopted May 26, 1992 • February 2, 2010  
[6161E-B.pdf](#)

Checklist for the Evaluation of a Textbook\* or Workbook for Bias  
Adopted June 26, 1992 • February 2, 2010  
[6161E-C.pdf](#)

Materials Selection Evaluation Form  
Adopted February 22, 2000 • February 2, 2010  
[6161E-D.pdf](#)

## **INTERLIBRARY LOAN OF MATERIALS**

The D.C. Everest Area School District supports resource sharing both within the district and regionally through Wisconsin Valley Library Service (WVLS), Marathon County Public Library System, and the WISCAT online catalog system.

Teachers and patrons can access the WISCAT online catalog system (<http://www.wiscat.net/>), or the Marathon County Public Library System online catalog (<http://www.mcpl/lib.wi.us/>) for requests via the Internet access provided by the district. Librarians may request material within the district for patrons by contacting the other building level librarians.

On occasion, the D.C. Everest School District Library may send request materials to members of the Wisconsin Valley Library System, or the State of Wisconsin's Reference & Loan Library. Any type of material may be requested for loan from these parties, however, the D.C. Everest School District Library has the privilege of deciding in each case whether a particular item should or should not be loaned. The following items will not be loaned to libraries outside of the district:

- Books in current and recurring use, which have extensive reserves
- Materials on reserve for group or class use
- Materials anticipated to be in high demand
- Reference materials
- Equipment
- Other non-circulating items

The lending library is responsible for compliance with the federal copyright law and its guidelines.

**Adopted June 2008**

## **TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS**

The D.C. Everest Area School District makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

"Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

A student's need for assistive technology shall be determined on a case-by-case basis, based on the Individual Education Plans (IEP's), 504 staffings, recommendations of the school nurse, school psychologist, or recommendations of administration.

These items, if purchased solely by the D.C. Everest Area School District, are the property of the district, and shall remain the property of the district after the student(s) leaves or no longer requires the equipment.

**Adopted June 2008**

## **Appendix D**

### **Library Media Center Resources**

❖ K – 12 Budget Comparison

❖ Demographics

❖ Collection Development Page

**D.C. EVEREST AREA SCHOOL DISTRICT  
K-12 Budget comparison 2010-2011 rev 5-24-11**

School	Enrollment	AV Repair 1324	AV Lamps 1411-2223	Supplies 1411-2222 1411-2223 1413	Nonprint Material 1431 1435	Books 1432	News- papers 1433	Period- icals 1434	Other	Refer- ence 1439	Capital Outlay 1551 1561	IMC Budget	% Total Bldg. Budget	Per Pupil Expen- diture
Evergreen	434	0.00	0.00	312.04	3,444.00	6,000.00	0.00	1,500.00	0.00	3,894.00	0.00	15,150.04	22.5	34.91
Hatley/Easton	115	0.00	0.00	200.00	200.00	2,205.00	0.00	370.00	0.00	1,375.00	0.00	4,350.00	19.8	37.82
Mt Bay	522	0.00	0.00	1,212.00	2,308.65	15,000.00	0.00	920.00	0.00	1,495.35	0.00	20,936.00	23.4	40.10
Riverside	500	0.00	0.00	551.00	500.00	11,124.27	0.00	704.00	0.00	6,000.00	0.00	18,879.27	22.7	37.75
Rothschild	340	0.00	0.00	250.00	600.00	10,199.18	0.00	500.00	0.00	1,593.05	0.00	13,142.23	22.5	38.65
Schofield	193	0.00	0.00	0.00	300.00	5,480.72	0.00	400.00	0.00	1,312.20	0.00	7,492.92	20.4	38.82
Weston	408	0.00	0.00	2,491.91	1,000.00	9,892.20	129.14	1,069.50	0.00	2,417.25	0.00	17,000.00	25.9	41.67
Middle	817	0.00	350.00	401.00	679.00	15,171.40	346.40	1,250.00	749.00	6,795.00	8,080.60	33,822.40	15.2	41.39
Jr. High	912	0.00	0.00	5,036.00	1,769.85	20,552.69	498.52	1,529.83	0.00	9,110.14	0.00	38,497.03	15.7	42.21
Sr. High	1,402	200.00	0.00	3,299.55	7,500.00	13,921.42	575.00	2,850.00	1,575.81	12,976.30	20,232.22	63,130.29	9.3	45.03

Enrollment based on 3rd Friday count of 9/28/10



## Demographics Summary - Part 1 (2009-2010)

	Demographics			Staffing					Collection						
	Staff Count	Student Count	Grades Served	Librarians	Hours/ Week	Support Staff	Hours/ Week	Open Access	Total Circulation	# of Books	# of Periodicals	# of Books/ Student	# Non Print Items	# of Magazine Subscriptions	# Newspaper Subscriptions
<b>Elementary</b>															
Easton	10	71	K-2	0.09	3.5	1	5	No #	5,805	2,843	67	40	124	5	0
Evergreen	34	404	K-5	0.9	36	1	25	Yes #	18,142	11,635	577	29	815	37	0
Hatley	10	113	Gr 3-5	0.09	3.5	1	5.25	No #	3,022	4,482	176	40	143	9	0
Mountain Bay	61	537	PreK-5	1	40	1	20	No #	24,445	13,009	1,026	24	331	37	0
Riverside	46	499	K-5	0.91	36.5	1	25	No #	23,017	14,918	366	30	507	23	0
Rothschild	45	351	K-5	0.8	32	1	15	Yes #	17,944	11,373	702	32	660	24	0
Schofield	25	204	K-5	0.2	8	1	20	No #	9,011	8,067	16	40	450	15	0
Weston	55	395	K-5	0.91	36	1	17.5	No #	20,028	16,783	659	42	996	28	1
<b>Secondary</b>															
Middle School	122	880	GR 6-7	1	40	2	75	Yes	46,706	21,217	1,072	45	283	42	2
Jr. High	91	902	GR 8-9	1	42.5	4	145	Yes	14,413	10,775	1,053	11	818	50	3
Sr. High	159	1371	GR 10-12	1	42.5	5	147.5	Yes #	12,168	20,880	6,763	15	1,891	112	4

\* - Not in system

# - Limited access due to scheduling



## Demographics Summary - Part 2 (2009-2010)

	Facility														
	Square Footage	Hours Open/Wk	Periodical Storage	Production	Equipment Storage	Small Group Work	Reading or Study	Professional Library	Large Group	Presentational Equipment	Maintenance	Processing	Reference	Story Area	Office
<b>Elementary</b>															
Easton	853	8.5	No	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes
Evergreen	3,499	40	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Hatley	1,050	8.75	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes
Mountain Bay	5,010*	40	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Riverside	4,000	38	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Rothschild	2,100	30	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes
Schofield	1,480	30	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Weston	3,367	35	Yes	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes
<b>Secondary</b>															
Middle School	4,795*	42.5	Yes	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes
Jr. High	8,488*	42.5	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Sr. High	7,370*	42.5	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes

\* - This area also includes computer lab and/or office



## Collection Development Plan 2011-2014

	Nonfiction										Fiction	Biographies	Reference	Professional
	000	100	200	300	400	500	600	700	800	900				
<b>Elementary</b>														
<b>Easton</b>														
2011-2012	X	X	X											
2012-2013				X	X	X							X	
2013-2014							X	X	X	X				X
<b>Evergreen</b>														
2011-2012	X	X		X			X	X		X	X	X		
2012-2013			X		X	X		X		X	X		X	X
2013-2014		X		X		X	X		X	X	X	X		
<b>Hatley</b>														
2011-2012	X	X	X											
2012-2013				X	X	X							X	
2013-2014							X	X	X	X				
<b>Mountain Bay</b>														
2011-2012			X	X	X						X	X		
2012-2013						X	X	X			X			
2013-2014							X	X	X	X	X	X		
<b>Riverside</b>														
2011-2012				X							X			
2012-2013	X	X	X					X						
2013-2014					X				X		X			
<b>Rothschild</b>														
2011-2012	X			X				X		X	X	X		
2012-2013		X		X				X		X	X			
2013-2014	X	X		X			X				X			
<b>Schofield</b>														
2011-2012								X	X		X			
2012-2013	X	X			X						X			
2013-2014						X					X			
<b>Weston</b>														
2011-2012	X	X					X	X			X			
2012-2013			X	X					X	X	X			
2013-2014					X	X					X			
<b>Secondary</b>														
<b>Middle School</b>														
2011-2012						X					X		X	
2012-2013							X			X	X			
2013-2014								X			X			X
<b>Jr. High</b>														
2011-2012					X				X	X	X	X	X	X
2012-2013				X	X	X				X	X	X	X	X
2013-2014	X	X	X	X	X		X	X	X		X	X	X	X
<b>Sr. High</b>														
2011-2012								X				X		
2012-2013												X		X
2013-2014							X		X					

## **Appendix E**

### **Summaries**

- ❖ Software License Sample
- ❖ Hardware Inventory Sample
- ❖ District Server Status
- ❖ Available Networking Status

# Microsoft Open License Purchase Order Confirmation

D.C. Everest Area Schools

Middle School IMC Net Books

Pauline Shield/PO #031411

9302 Schofield Ave

Schofield , WI 54476, United States

Sample District Software License

- Agreement Information: MOLP-Z Academic
- Authorization Number: 68207318ZZE1303
- Indirect Customer Name: BYTESPEED LLC
- License Date: 2011-03-16
- License Number: 48237162
- Microsoft Invoice Number: 9148237162
- Reorder/Upgrade End Date: 2013-03-31

## Line Items

Item Name	Part Number	Version	Quantity
Microsoft® Windows Professional 7 Sngl Upgrade Academic OPEN 1 License No Level	FQC-02312	7	5

\*\* Product description reflects the most recent name and version of this product, but may not reflect the version you acquired. If you acquired perpetual rights for the products listed below under Software Assurance coverage that expired prior to November 1, 2006, then you are licensed for the product listed in the left-hand column (or a prior version of the product). If you acquired this product under Software Assurance coverage that expires after November 2006, then you are eligible to use the product listed in the right-hand column subject to the terms and conditions of your agreement.

Old Product Family Name	New Product Family Name
SharePoint Portal Server 2003	Office SharePoint Server 2007
SharePoint Portal 2003 CAL	Office SharePoint 2007 CAL
SPS External Connector 2003 Non Employee	SharePoint 2007 Internet
Office Professional 2003	Office Professional Plus 2007
FrontPage 2003	Office SharePoint Designer 2007
Office Small Business 2003	Office Small Business 2007
Office SB Accounting 2003	Office Accounting Professional 2007

## General Information

This order confirmation is not proof of ownership of any software licenses. You are responsible for paying your reseller for ordered licenses. Software use rights for acquired licenses become permanent once you have made full payment. The official record for this transaction and the Microsoft Open License Agreement (the "License Agreement") that governs your use of the software products displayed above are posted at <https://www.microsoft.com/licensing/servicecenter/> (the "VLSC" Site).

## Accessing VLSC

Volume License Service Center (VLSC) provides customers a single, consistent, self-serve experience to securely and easily manage all aspects of software licenses. As an increased security measure, the VLSC Administrator role is automatically assigned to the customer contact whose email address is provided on the Open License order. A partner or other individual from your organization can manage your organization's license(s) once approval is provided by the VLSC Administrator.

Upon logging into VLSC, terms and conditions of the License Agreement will be presented to you after selecting the contract language. You must accept the terms and conditions of the License Agreement before you can use the software products. If you do not agree to the terms and conditions of the License Agreement, do not copy, install, use, access or run the software products and instead, promptly submit your return in writing to your point of purchase. By exercising the rights granted in the License Agreement, you agree to be bound by its terms and conditions.

You can receive all your Microsoft software and future software updates through downloads from the VLSC. If you currently purchase software on discs we invite you to join "Digital by Choice" Microsoft's campaign to eliminate unnecessary shipments of software on physical media (CD/DVD discs). By choosing to download your software from VLSC you can get software updates faster than with kit shipments, save time and effort managing media, and reduce waste and support a more sustainable future. Learn more by visiting <http://www.digitalbychoice.com> OR click the link on the Software Downloads section of the Volume Licensing Service Center: <https://www.microsoft.com/licensing/servicecenter/>.

## Volume License Product Key

To install certain licensed products you will need to use a specific Volume License Product Key (VLK). This VLK is issued to your company for your exclusive use for each specific license purchase. You agree to use your best efforts to keep a secure record of this product key including not disclosing this product key to any unauthorized third party. You may see VLKs for older product versions; this is to support downgrade rights under the license agreement where customers can acquire the latest version of a product and use an older version. For more information about Volume License Product Keys, including additional information on key types, best practices, and deployment options, go to the "Volume License Product Key" section of <http://www.microsoft.com/licensing>.

## For MSDN Customers Only

MSDN Subscription purchased through Volume License provides access to MSDN Subscription Web Site <http://msdn.microsoft.com/subscriptions> as well as access to Product Keys. MSDN Customers can use Product Keys obtained from either VLSC or MSDN Subscription Web Site for development and test purpose. Please go to the "Subscription" section of VLSC at <https://www.microsoft.com/licensing/servicecenter/Subscriptions.aspx> to manage your MSDN Subscription.

## Confidentiality Obligations for Partners

ALL CUSTOMER INFORMATION, INCLUDING THE ATTACHED OPEN LICENSE AUTHORIZATION NUMBER AND OPEN LICENSE AGREEMENT NUMBER, IS STRICTLY CONFIDENTIAL. PARTNERS MAY NOT TRANSFER ANY OF THIS INFORMATION TO ANY THIRD PARTY WITHOUT THE CUSTOMER'S PRIOR CONSENT. IN ADDITION, PARTNERS MAY NOT USE THE OPEN LICENSE AUTHORIZATION NUMBER AND OPEN LICENSE AGREEMENT NUMBER TO VIEW THE CUSTOMER'S CONFIDENTIAL OPEN LICENSE DETAILS ON THE VLSC WEBSITE WITHOUT THE CUSTOMER'S PRIOR WRITTEN CONSENT.

Location: 200 MIDDLE SCHOOL

Room: A113 A113

Asset ID	Description	Model	Serial #	Cost	Purchase Date	Qty	Condition
<b>CATEGORY/TITLE: CPU COMPUTER CPU</b>							
42283	BYTESPEED D45CB #11330	D45CB	2009-06-9680	675.00	06/09/2009	1	NEW AC
26293	OTC-H2211D00 #3095		1271500	939.59	07/01/2001	1	GOODAC
26295	OTC-H2211D00 #3096		1271501	939.59	07/01/2001	1	GOODAC
26195	OTC-H2211D00 #7742		1267426	939.59	07/01/2001	1	GOODAC
<b>CATEGORY/TITLE: DOCC DOCUMENT CAMERA-ELMO'S</b>							
45018	SMART DOCUMENT CAMERA #13603	330	E01B033846	700.00	03/25/2011	1	NEW AC
<b>CATEGORY/TITLE: LAP LAPTOP COMPUTER</b>							
44323	ACER TRAVEL MATE 4070 TEAM LEADER LAPTOP #12170	TRAVEL MATE 4070	LXTBC0612161003CC0EM00	100.00	06/15/2007	1	GOODAC
<b>CATEGORY/TITLE: LCD LCD COMPUTER MONITOR</b>							
42428	AOC 19" LCD MONITOR #11426	919VWA	05992HA006554	175.00	06/10/2009	1	NEW AC
<b>CATEGORY/TITLE: LCDP LCD PROJECTOR</b>							
45016	EPSON 410W LCD PROJECTOR #13602	410W	LTHF0Z1010L	1,000.00	03/25/2011	1	NEW AC
<b>CATEGORY/TITLE: MON COMPUTER MONITOR CRT</b>							
23267	HITACHI CM615 #6391A		HOEO17159	250.00	07/01/1999	1	GOODAC
23275	HITACHI CM615 #6730A		HOEO195434	250.00	07/01/1999	1	GOODAC
23284	HITACHI CM615 #6405A		HOEO17172	250.00	07/01/1999	1	GOODAC
<b>CATEGORY/TITLE: PRT PRINTER</b>							
24545	HP LASERJET 1200 #3333		CNCB823514	343.00	01/01/2002	1	GOODAC
<b>CATEGORY/TITLE: SMAR SMARTBOARDS</b>							
45329	SMART BOARD 680 #13601	SB680-M2	SB680-M2-026170	1,395.00	03/25/2011	1	NEW AC

Sample inventory for one classroom at DC Everest Middle School

Server Status - June 2011

Building	Host	Use	CPU		Hard Drive (Size in GB)			Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD					
Admin	Apple	Jet / Yearbook Fileserver	0.73	OS/X	0.25	160	18%	0	Yes	Will be replaced by new X-Serve already purchased		\$ -
Admin	Bitech	Bitech DB Server	0.8	Solaris 8	1	55	47%	12	No	Showing it's age and soon we will not be able to renew support..	An IBM AIX Server has been purchased for a replacement.	\$ -
Admin	BitechWeb1	BiTech web interface (primary user interface now.)	1.27	Win 2003 Server Standard	1.25	33.8	74%	2	Yes	DEAD. RAID Controller failed Sep '07.	Replacement server has been purchased for new version.	\$ -
Admin	BitechWeb2	BiTech web interface redundant server.	1.27	Win 2003 Server Standard	1.25	33.8	74%	3	Yes		Replacement server has been purchased for new version.	\$ -
Admin	BiWeb1	NEW Bitech Web Server #1	2.33	Win 2003 Server Standard	3.25	68	82%	2	Yes	Being used for new version of BiTech/IFAS		\$ -
Admin	BiWeb2	NEW Bitech Web Server #2	2.33	Win 2003 Server Standard	3.25	68	82%	2	Yes	Being used for new version of BiTech/IFAS		\$ -
Admin	titan	Multi-TB Storage Server	18.16	CentOS Linux	8	4994	40%	4	No		No changes planned before warranty expiration	\$ -
Admin	Colossus	Multi-TB Storage Server	6.4	CentOS Linux	8	4650	65%	5	No	Includes dual 140Gb SAS drives for OS/swap not listed in HD storage to the left. Can take 2nd CPU	No changes planned before warranty expiration	\$ -
Admin	Koha	Koha Library Software	8	CentOS Linux	8	250	72%	2	No	Sufficient capacity and expandability.	No changes expected before 2014.	\$ -
Admin	DCE-Mail	Admin/GFH file/print server.	3.2	Netware 6.5	3	101	9%	2	Yes	No longer houses district mail. Used only for admin and greenheck file storage.	If not replaced due to warranty we should replace soon anyhow!	\$ 5,000.00

Building	Host	Use	CPU		Hard Drive (Size in GB)				Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD						
Admin	Firewall	District Firewall	2.8	CentOS Linux	1	118	84%	0	Yes	System failed – Recycled			
Admin	Firewall	District Firewall	9.6	CentOS Linux	4	450	89%	0	No	Fairly quick/easy to replace - . Expect it to last quite a while	Use this system until it starts failing or dies.	\$ -	
Admin	Gw	GroupWise mail server	4.8	Novell OES Linux	4	587	44%	2	Yes	Out of warranty. RAM upgraded 12/2010 to 4Gb	Will likely need to be replaced before next tech plan cycle.	\$ 3,000.00	
Admin	iep	TSSM IEP Software	2.8	Win 2000 Server	2	34	41%	2	Yes	Expected EOL at end of this school year and replace with new web-based package.	No replacement planned.	\$ -	
Admin	iepdb	MS-SQL DB for TSSM	4	Win 2003 Server Standard	4	146	81%	0	No	To be re-purposed as necessary after TSSM is dropped at end of year.	No expected upgrades before 2012.	\$ -	
Admin	ns	DNS Server, Time Server	3.4	CentOS Linux	2	34	47%	0	Yes	Easily moved to new server/PC upon failure	Use until system starts to fail or dies.	\$ -	
Admin	kohatest	Koha Test Server	2.8	CentOS Linux	1	113	77%	0	Yes	Not a critical server. Can be moved/rebuilt if it fails.	Use until system starts to fail or dies.	\$ -	
Admin	Mailgw	Mail Spam/virus Filtering	2.8	CentOS Linux	1	113	87%	0	Yes	Server is getting old.	Server should be replaced.	\$ 2,000.00	
Admin	Moodle	Moodle	3.72	CentOS Linux	2	295	96%	0	Yes		If moodle becomes more heavily used, we may need a new server before next tech plan cycle.	\$ 3,000.00	
Admin	Proxy (old)	Proxy/Filter server for web browsing	1.13	CentOS Linux	1.2	30.1	47%	2	Yes		New server is replacing this proxy server.	\$ -	

Building	Host	Use	CPU		Hard Drive (Size in GB)				Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD						
Admin	Proxy	Proxy/Filter server for web browsing	18.08	CentOS Linux	4	930	91%	2	No	Replacement for old proxy/filtering server		\$ -	
Admin	Srh-zenimage	Zen/ENGL imaging	3	Netware 6.5	2	231	94%	0	Yes		Expect to upgrade before 2012	\$ 4,000.00	
Admin	Starbase	StarWeb – Web access to Starbase	4	RHEL v4	6	292	76%	5	No	New server.	No expected upgrades before 2014	\$ -	
Admin	Starport	Portal access to Starbase	3	RHEL v4	4	36.7	57%	2	Yes	Warranty expired 2-1/2 years ago	Must determine if this server is actually used by anyone and therefore worth upgrading.	\$ 3,500.00	
Admin	Stars	Oracle DB Server for StarBase	8	RHEL v4	4	438	80%	3	No	New server.	No expected upgrades before 2012.	\$ -	
Admin	Tapelib1	Tape Library Controller	2.66	Win 2000 Server	1	37.2	79%	0	Yes		May need to add second tape drive to speed up backups as file sizes and user counts increase district wide. Concerned about server's age!	\$ 8,000.00	
Admin	Tech1	FTP Server, nagios monitoring, FTP server, wan traffic monitoring	0.65	CentOS Linux	0.13	14	23%	0	Yes		Migrate services from this system to existing Linux servers or VM then retire it.	\$ -	
Admin	Vm1	Vmware server w/ Sophos, Blackberry, Paystubs	4	CentOS Linux	12	146	81%	0	No		Only expect RAM upgrades before 2012	\$ 500.00	
Admin	vm2	Vmware server w/ Read180, other	18.16	CentOS Linux	3	500	80%	2	No			\$ -	
Admin	Www	Main DCE web server	1.27	RedHat v7.3	1.2	18.2	77%	1	Yes	Should either attempt to migrate content to www2 or server should be replaced.	Low amount of interactive content would make this a fine candidate for virtualization.	\$ 3,000.00	

Building	Host	Use	CPU		Hard Drive (Size in GB)			Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD					
Admin	www2	New Web Server w/ ColdFusion	3.6	CentOS Linux	2	145	86%	0	Yes	Replaced two "pending failure" drives under warranty	We rely heavily on this server for web applications. A more powerful server with more RAM and active warranty would be a really good idea.	\$ 3,000.00
Easton	Easton	File/Print Server	0.35	Netware 6	0.64	15.9	18%	0	Yes		At the very least we should be migrating old servers to replace this. Very old, very slow, barely sufficient.	\$ 2,700.00
Hatley	Hatley	File/Print Server	0.35	Netware 6.5	0.63	11.22	45%	0	Yes		At the very least we should be migrating old servers to replace this. Very old, very slow, barely sufficient.	\$ -
Jr High	Jhfs001	File/Print Server	3.6	Netware 6.5	2	134	46%	2	Yes		Server will need to be replaced with one having more storage in 3-4 years.	\$ 4,500.00
Jr High	Jrh-g5	Apple Storage Server	2	OS/X	2	800	86%	0	No			\$ -
Middle Scho	Ms-zenimage	Linux server for images	2.8	SuSE Linux	1	200	45%	0	Yes	Used strictly for Zenworks system imaging.	Should be upgraded to something with greater capacity to hold more images and perform better. Could also take on other Zenworks tasks to reduce load on MS file and print server.	\$ 2,000.00
Middle Scho	Middle	File/Print Server	3.2	Netware 6.5	3	133	61%	0	Yes		Will likely need to be replaced before 2010-2011 school year due to storage capacity limits.	\$ 4,500.00

Building	Host	Use	CPU		Hard Drive (Size in GB)			Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD					
Mountain Bay	Mou-pbx	Asterisk PBX	3.2	CentOS Linux	1	160	87%	0	Yes		No expected upgrades before 2012.	\$ -
Mountain Bay	Mou-ra	ReadAbout Server	3	Novell OES Linux	2	250	89%	0	Yes		No expected upgrades before 2012.	\$ -
Mountain Bay	MountainBay	File/Print Server	3.8	Netware 6.5	2	133	66%	2	Yes		Will need to add hard drives by 2012.	\$ 700.00
Riverside	Riverside	File/Print Server	2.4	Netware 6.5	1	97	85%	2	Yes		Will need to migrate another server here as they are upgraded.	\$ -
Rothschild	RECYCLE	To Be recycled	1.4	Netware 6.5	1.26	32	0%	2	Yes	Warranty expired over 4 years ago (at time server taken out of service)	REPLACED 3/6/08	\$ -
Rothschild	Rothschild	File/Print Server	4.8	Netware 6.5	2	271	93%	2	Yes		Should function in current role if upgrade is not possible.	\$ -
Schofield	Schofield	File/Print Server	3.2	Netware 6.5	1	67.3	48%	2	Yes		Will need to migrate another server here before 2012.	\$ -
Sr. High	hs_fs001	File/Print Server	3.6	Netware 6.5	2	133.7	9%	2	Yes		Will need additional storage.	\$ -
Sr. High	Srh-g5	New Jet/History-Day Storage	3.2	OS/X	2	1500	97%	0	No	New Server		\$ -
Sr. High	Srh-pbx-gateway	Asterisk PBX	2.4	CentOS Linux	2	72.8	81%	3	Yes	Links newer voice of IP phone network to older legacy phone system.	Will be obsolete before April after elementary schools are migrated to VoIP	\$ -
Sr. High	Terrain	Terrain Navigator Server	2.2	CentOS Linux	1	72.8	58%	1	Yes	Used for some basic file serving for Terrain Navigator	Would like to migrate this to a virtual server	\$ -
Weston	Weston	File/Print Server	2.4	Netware 6	2.5	72	38%	2	Yes		Will need hard drives in 1-2 years. Aging!	\$ 700.00

Building	Host	Use	CPU		Hard Drive (Size in GB)			Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD					
Sr. High	Srh-pbx1	Phone System	8	CentOS Linux	4	232	91%	2	No	Redundant servers. Should be able to rely on these well after warranty date		\$ -
Sr. High	Srh-pbx2	Phone System	8	CentOS Linux	4	232	91%	2	No	Redundant servers. Should be able to rely on these well after warranty date		\$ -
Jr High	Jrh-pbx1	Phone System	8	CentOS Linux	4	232	95%	3	No	Redundant servers. Should be able to rely on these well after warranty date		\$ -
Jr High	Jrh-pbx2	Phone System	8	CentOS Linux	4	232	95%	3	No	Redundant servers. Should be able to rely on these well after warranty date		\$ -
Middle Scho	Mid-pbx1	Phone System	8	CentOS Linux	4	232	86%	2	No	Redundant servers. Should be able to rely on these well after warranty date		\$ -
Middle Scho	Mid-pbx2	Phone System	8	CentOS Linux	4	232	86%	2	No	Redundant servers. Should be able to rely on these well after warranty date		\$ -
Mountain Ba	Mou-pxb2	Phone System	9.6	CentOS Linux	2	232	95%	2	No	Redundant servers. Should be able to rely on these well after warranty date		\$ -

Building	Host	Use	CPU		Hard Drive (Size in GB)			Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD					
Admin	Srh-sec-cam	being reassigned	18.08		4		#DIV/0!	2	No	Made obsolete by new video recording system	Would like to replace Sr. High file/print with this	\$ -
Admin	adm-sec-cam	being reassigned	18.08		4		#DIV/0!	2	No	Made obsolete by new video recording system	Would like to replace Admin file/print server with this	\$ -
Admin	Mid-sec-cam	being reassigned	18.08		4		#DIV/0!	2	No	Made obsolete by new video recording system	Would like to replace Middle School file/print server with this one	\$ -
Admin	Jrh-sec-cam	being reassigned	18.08		4				No	Made obsolete by new video recording system	Would like to replace Jr. High file/print server with this one.	\$ -
Sr. High	Srh-video1	Security Camera Server	9.6	Windows 2008 R2	4				No		No expected upgrades before 2014.	\$ -
Sr. High	Srh-video2	Security Camera Server	9.6	Windows 2008 R2	4				No		No expected upgrades before 2014.	\$ -
Jr High	Jrh-video1	Security Camera Server	9.6	Windows 2008 R2	4	6003	71%	0	No		No expected upgrades before 2014.	\$ -
Jr High	Jrh-video2	Security Camera Server	9.6	Windows 2008 R2	4				No		No expected upgrades before 2014.	\$ -
Greenheck	Gfh-video1	Security Camera Server	19.2	Windows 2008 R2	4				No		No expected upgrades before 2014.	\$ -
Middle Scho	Mid-video1	Security Camera Server	9.6	Windows 2008 R2	4	6277	75%		No		No expected upgrades before 2014.	\$ -
Easton	Eas-video1	Security Camera Server	9.6	Windows 2008 R2	4				No		No expected upgrades before 2014.	\$ -
Hatley	Hat-video1	Security Camera Server	9.6	Windows 2008 R2	4				No		No expected upgrades before 2014.	\$ -
Evergreen	Eve-video1	Security Camera Server	9.6	Windows 2008 R2	4				No		No expected upgrades before 2014.	\$ -

Building	Host	Use	CPU		Hard Drive (Size in GB)				Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD						
Riverside	Riv-video1	Security Camera Server	9.6	Windows 2008 R2	4					No		No expected upgrades before 2014.	\$ -
Rothschild	Rot-video1	Security Camera Server	9.6	Windows 2008 R2	4					No		No expected upgrades before 2014.	\$ -
Schofield	Sch-video1	Security Camera Server	9.6	Windows 2008 R2	4					No		No expected upgrades before 2014.	\$ -
Weston	Wes-video1	Security Camera Server	9.6	Windows 2008 R2	4					No		No expected upgrades before 2014.	\$ -
Evergreen	eve-pbx1	Phone System	9.6	CentOS Linux	2	470	96%	4	No	Drive bays are not hot plug – 5 free		No expected upgrades before 2014.	\$ -
Evergreen	eve-pbx2	Phone System	9.6	CentOS Linux	2	470	96%	4	No	Drive bays are not hot plug – 5 free		No expected upgrades before 2014.	\$ -
Riverside	riv-pbx1	Phone System	9.6	CentOS Linux	2	470	96%	4	No	Drive bays are not hot plug – 5 free		No expected upgrades before 2014.	\$ -
Riverside	riv-pbx2	Phone System	9.6	CentOS Linux	2	470	96%	4	No	Drive bays are not hot plug – 5 free		No expected upgrades before 2014.	\$ -
Rothschild	rot-pbx1	Phone System	9.6	CentOS Linux	2	470	96%	1	No			No expected upgrades before 2014.	\$ -
Rothschild	rot-pbx2	Phone System	9.6	CentOS Linux	2	470	96%	1	No			No expected upgrades before 2014.	\$ -
Schofield	sch-pbx1	Phone System	9.6	CentOS Linux	2	470	96%	1	No			No expected upgrades before 2014.	\$ -
Schofield	sch-pbx2	Phone System	9.6	CentOS Linux	2	470	96%	1	No			No expected upgrades before 2014.	\$ -
Weston	wes-pbx1	Phone System	9.6	CentOS Linux	2	470	96%	4	No	Drive bays are not hot plug – 5 free		No expected upgrades before 2014.	\$ -
Weston	wes-pbx2	Phone System	9.6	CentOS Linux	2	470	96%	4	No	Drive bays are not hot plug – 5 free		No expected upgrades before 2014.	\$ -

Building	Host	Use	CPU		Hard Drive (Size in GB)				Free Hot Plug Bays	Out Of Warranty?	Notes	Recommendations	3-year Cost
			Effective Ghz	OS	RAM (Gb)	Usable HD	% Free HD						
Admin	vmhost1	VMware hosting server	33.6	VMware ESXi	48	146	82%	6	No			\$ -	
Admin	vmhost2	VMware hosting server	33.6	VMware ESXi	48	146	82%	6	No			\$ -	
Admin	vmhost3	VMware hosting server	33.6	VMware ESXi	48	146	82%	6	No			\$ -	
Admin	adm-san1	HP StorageWorks MSA SAN	n/a	HP MSA	n/a	5800	95%	6	No			\$ -	

### June 2011 – Network Switch Status

Building	Closet	10/100 Totals				Notes/Recommendation	Est. Cost
		Used Ports	Free Ports	Total Ports	% Capacity		
Admin	MCR	182	10	192	95%	Virtualization should free enough ports to continue with current equipment.	\$0
Evergreen	MCR	178	38	216	82%	Sufficient for expected growth.	\$0
GFH	MCR	73	23	96	76%	Sufficient for expected growth.	\$0
GFH	RM 112	54	18	72	75%	Sufficient for expected growth.	\$0
Hatley	MCR	80	16	96	83%	Sufficient for expected growth.	\$0
Jr. High	MCR	331	5	336	99%	Will need additional switch ports.	\$1,000
Jr. High	TC1	165	27	192	86%	Sufficient for expected growth.	\$0
Jr. High	TC2	132	12	144	92%	Will likely need additional switch ports.	\$1,000
Middle Schl	A	92	4	96	96%	Will use switch formerly at Easton	\$0
Middle Schl	B	101	19	120	84%	Sufficient for expected growth.	\$680
Middle Schl	C	122	22	144	85%	Sufficient for expected growth.	\$0
Middle Schl	D	78	18	96	81%	Sufficient for expected growth.	\$0
Middle Schl	E	104	16	120	87%	Sufficient for expected growth.	\$0
Mountain Bay	MCR	100	20	120	83%	Will likely need another 48 port PoE switch.	\$680
Mountain Bay	TC2	77	19	96	80%	Sufficient for expected growth.	\$0

		10/100 Totals					
Building	Closet	Used Ports	Free Ports	Total Ports	% Capacity	Notes/Recommendation	Est. Cost
Mountain Bay	TC3	91	29	120	76%	Sufficient for expected growth.	\$0
Mountain Bay	TC4	60	36	96	63%	Sufficient for expected growth.	\$0
Riverside	MCR	222	18	240	93%	Will add switch formerly at Schofield	\$0
Rothschild	MCR	187	5	192	97%	Will add switch formerly at Schofield	\$0
Sr. High	MCR	242	22	264	92%	Sufficient for expected growth.	\$0
Sr. High	TC1	208	32	240	87%	Sufficient for expected growth.	\$0
Sr. High	TC2	270	18	288	94%	Sufficient for expected growth.	\$0
Sr. High	TC3	20	28	48	42%	Sufficient for expected growth.	\$0
Sr. High	TC4	68	28	96	71%	Sufficient for expected growth.	\$0
Weston	MCR	142	26	168	85%	Sufficient for expected growth.	\$0
Weston	TC2	100	20	120	83%	Sufficient for expected growth.	\$0

## **Appendix F**

### **Network Maps**

❖ Phone

❖ Servers

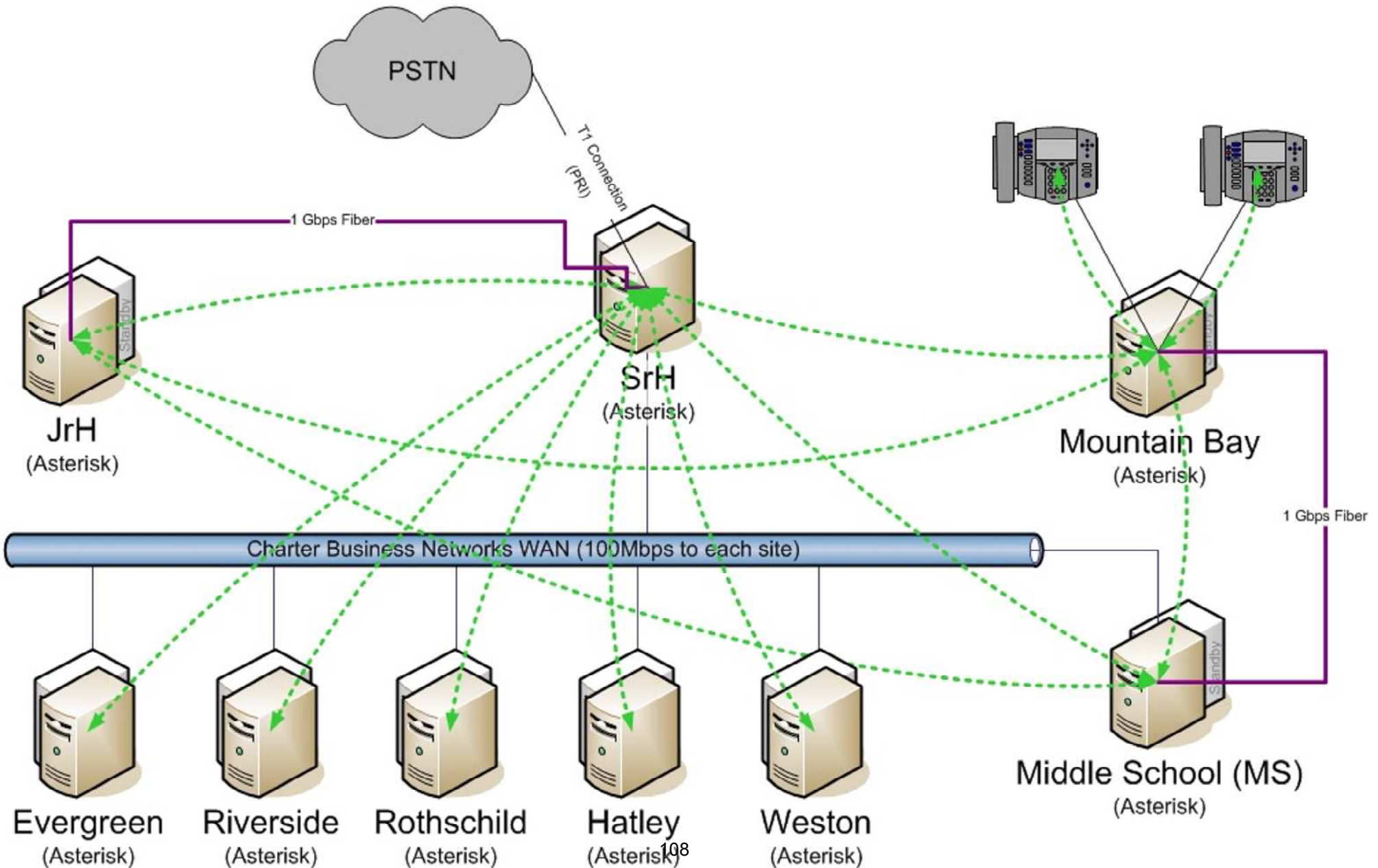
❖ WAN

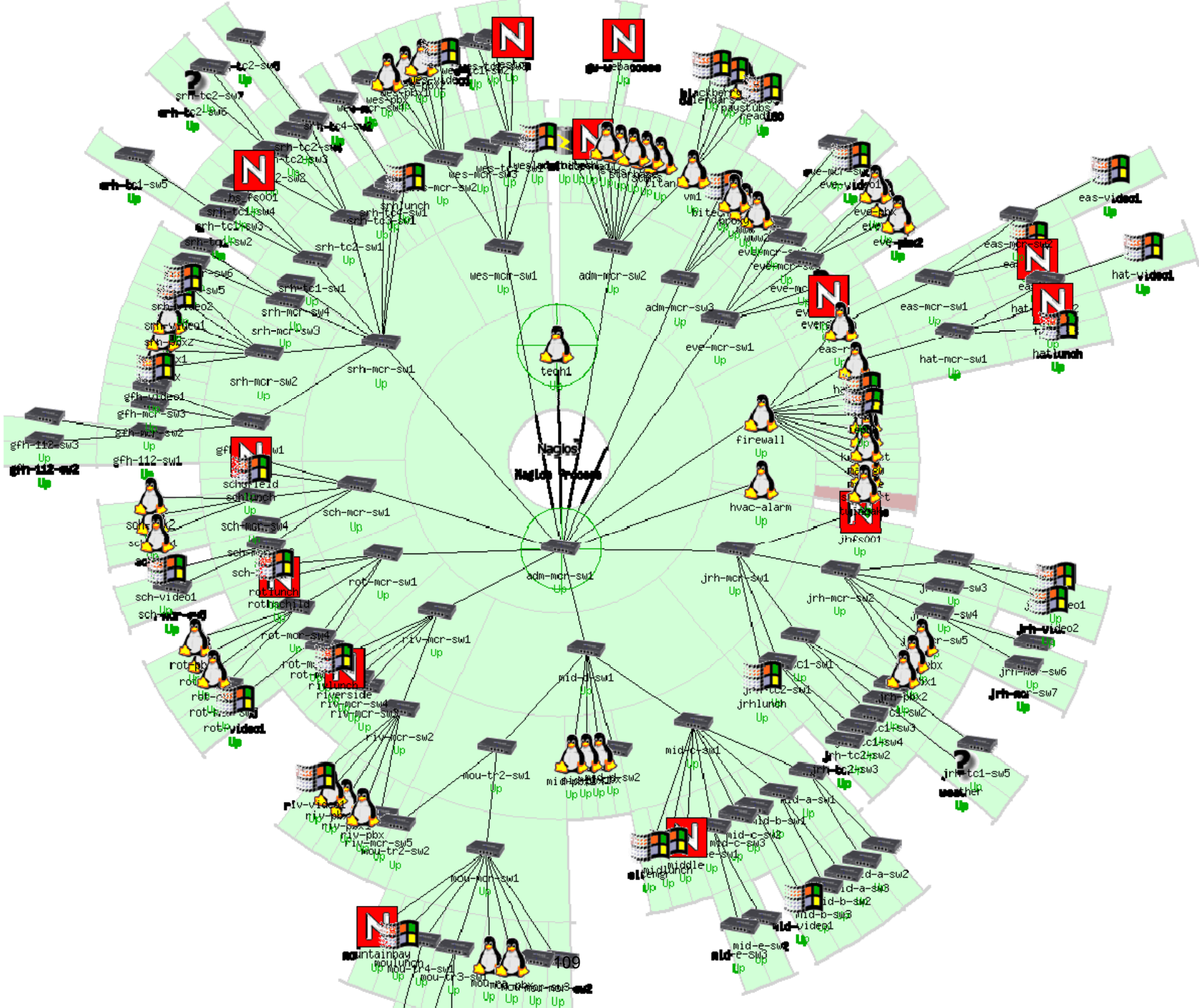
# DC Everest School District

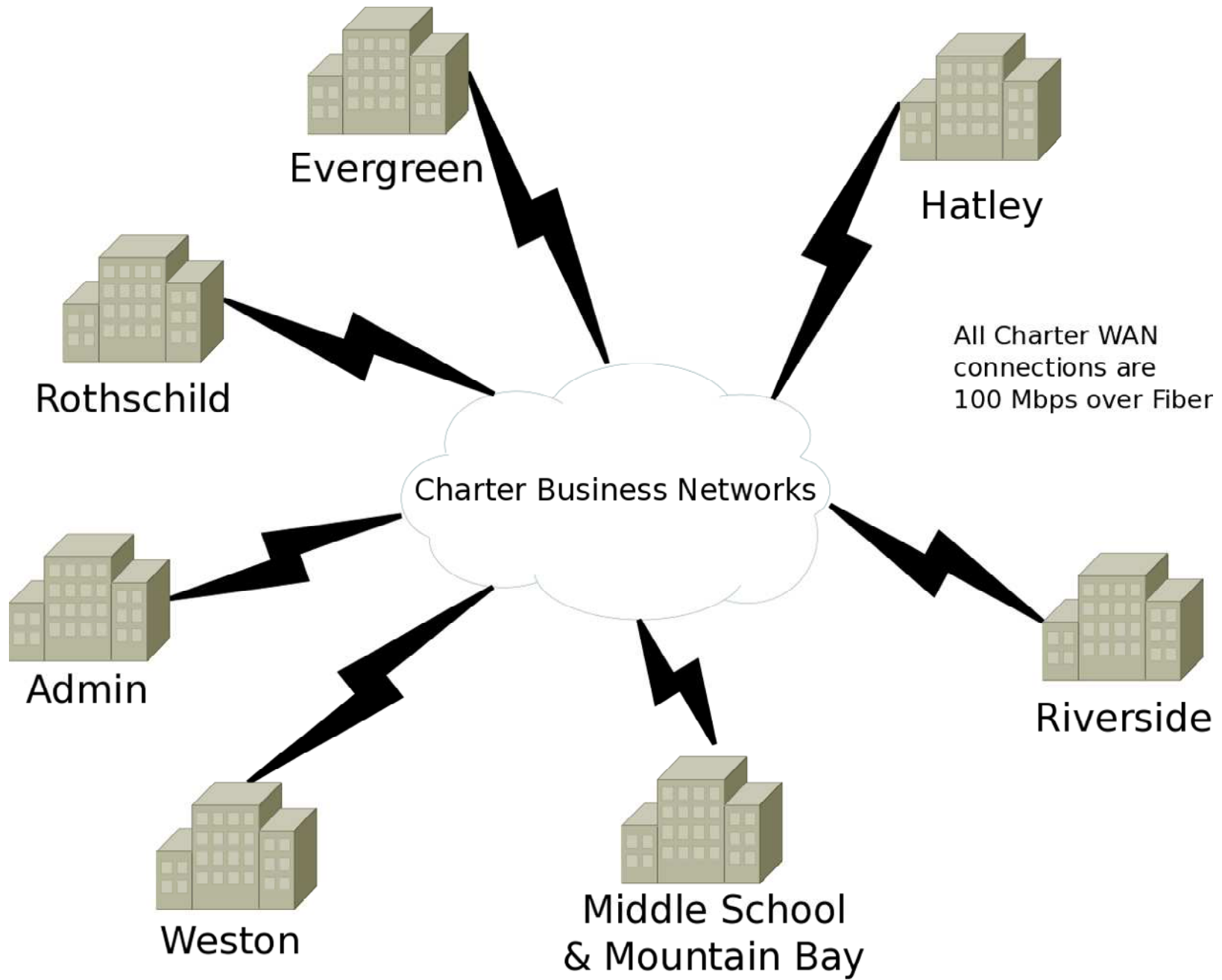
Prepared by: Jim Van Meggelen  
Core Telecom Innovations

Summer 2011

SIP VoIP Protocol







## **Appendix G**

### **District Technology Job Descriptions**

- ❖ Assistant Superintendent, Curriculum, Instruction and Technology
  - ❖ Information Systems Supervisor
    - ❖ Network Manager
      - ❖ Webmaster
  - ❖ Information Systems Specialist
    - ❖ Building Support Technician
- ❖ District Systems Support Technician
  - ❖ Technology Secretary

JOB DESCRIPTION

TITLE:	Assistant Superintendent, Curriculum, Instruction & Technology
REPORTS TO:	Superintendent of Schools
SUPERVISES:	Curriculum & Instruction Office Staff Elementary Principals LVEC Information Systems Supervisor
JOB GOAL:	<p>The Assistant Superintendent will ensure that all students have an equal opportunity to access educational programs and services. S/he is responsible for administrative leadership in the planning, evaluation, direction, and evaluation of district PK-12 curricula and instructional programs and services within recognized current best standards and practices in accordance with the policies, rules, and regulations as established by the Board of Education and the laws and administrative regulations of the State of Wisconsin and the United States of America. S/he assists the teachers and administrators of the D.C. Everest District in the planning, implementation, and funding of technology.</p> <p>In the event of the absence of the Superintendent of Schools and the Assistant Superintendent, Business/Personnel Services, s/he will assume the duties and responsibilities of the Superintendent.</p>

PERFORMANCE RESPONSIBILITIES:Policy and Contract Administration

- Assists the Superintendent of Schools in the ongoing development and administration of contracts, policies, and rules with emphasis on Curriculum, Instruction and Technology.
- Assists the Superintendent of Schools as per his/her direction on carrying out the district's policies in his/her absence.
- Advises the Superintendent of Schools regarding staff needs with input from principals and a review of appropriate ratios.

Planning

- Provides administrative leadership in long-range planning, coordinating, and evaluating Curriculum & Instruction programs and services.
- Approves and coordinates all curriculum writing by staff.
- Develops long- and short-range technology goals.
- Serves as the chair of the District Technology Committee.
- Maintains a district wide inventory of hardware and software.
- Provides leadership related to open enrollment, tuition waiver, and youth options program opportunities.

Makes an assessment of space needs and makes recommendations to the Superintendent of Schools.

Assists the Superintendent of Schools in the development of district goals.

Initiates and maintains an ongoing research program.

- Develops, evaluates and administers state and federal grant proposals.

Conflict Resolution

- Counsels with administrators from all levels of Curriculum & Instruction in the district to resolve conflicts pertaining to student programs and services.

- Counsels with administrators, employees, parents, personnel from community agencies or school districts, DPI personnel, or others to resolve complaints and sensitive problems.

#### Budgeting and Financial Planning

- Administers budgets relating to the Curriculum & Instruction office.
  - Prepares state and federal program plans relating to categorical aided programs and grants: Title I, Title II-Dwight Eisenhower, Title VI-Innovative Educational Program Strategies, Title VI-Class Size Reduction, Carl Perkins-Spec Prep, Misc Local Projects, DPI Mini Grants-Learn & Serve America (JH), Technology Block Grant (TEACH), and others as assigned.
  - Assists the Business Office in the preparation of financial reports.
  - Develops and administers the technology budget.
  - Approves purchase orders for all technology purchases district-wide.
  - Keeps abreast of federal state, and private funding sources and initiatives, and authorizes grant writing when appropriate.
- Assists the Business Office in the preparation of financial reports.

#### Supervision

- Supervises and evaluates elementary principals, Information Systems Supervisor, and other designated personnel.
- Administers PK-12 Curriculum & Instruction programs and services.
- Provides resources and administrative leadership to principals and/or coordinators in the evaluation and improvement of the teaching staff.
- Supervises all aspects of the educational and administrative uses of technology district wide, including voice, data, and video.
- Establishes and enforces all technology guidelines, policies, and standards.
- Determines security and disaster recovery needs.
- Establishes methods for evaluating instructional and administrative computing functions.

#### Staff Development

- Supervises and coordinates the state/district assessment process.
  - Assists principals with the improvement of instruction.
  - Provides leadership with coordinators on evaluation, change, implementation and assessment of district Curriculum & Instruction programs/services and the state Standards & Benchmarks.
  - Plans, organizes and directs long-range staff development including in-service, continuing education programs and technology for regular education personnel, administrators, other district personnel, parents and other community members.
- Assists the Superintendent of Schools in developing and reviewing administrative management objectives.
- Coordinates equivalency clock hours for administrators.
- Coordinates the Teacher Induction Program.

#### School-Community Relations

- Seeks input from parents and the community regarding Curriculum, Instruction and Technology programs and services.
- Disseminates information on technology initiatives to the community through various media including the newspaper, television, and radio.
- Provides leadership selecting and chairing the materials reconsideration committee/process.

Student Relations

- Acts as an advocate for students and their educational programs.

Curriculum and Instruction

- Provides leadership in the coordination, development, reviewing and revision of written courses of study.
- Provides resources and leadership for the continuous evaluation and improvement of Curriculum & Instruction.
- Makes recommendations to the Superintendent of Schools on curricular changes, purchasing instructional materials, textbooks adoptions, teaching methods, etc.
- Provides administrative leadership in the development of a district wide assessment and testing program, and interprets test results in relation to curricular needs.
- Provides leadership in the development of content area curriculum that uses technology as a tool for learning.
- Provides leadership toward improving student performance through technology integration in the district.

Technology

- Coordinates equipment selection, purchase, installation, and use.
- Coordinates software selection, purchase, and installation.
- Assists the Director of Personnel in interviewing prospective members of the technology staff.
- Communicates with other appropriate district administrators regarding issues and developments related to technology.

Communications

Maintains both internal and external communications regarding Curriculum, Instruction and Technology.

Keeps the Superintendent of Schools apprised of the current status of activities relating to Curriculum, Instruction and Technology and prepares reports as requested by the Superintendent.

Other Responsibilities

Attends all Board of Education meetings and Board Committee meetings as requested by the Superintendent of Schools.

Attends local, state and national meetings as is necessary to carry out the responsibilities of the job description subject to the approval of the Superintendent of Schools and budgetary restraints.

Performs other duties that are self-initiated or may be assigned.

QUALIFICATIONS:

Legal requirements for certification, as established by the State of Wisconsin and the Department of Public Instruction, as a:

School District Superintendent (03) and/or  
Director of Instruction (10)

At least five years experience in education, with a minimum of two years in an administrative position.

Demonstrated leadership ability in working with professional staff, students, teachers, and the public.

TERM OF EMPLOYMENT:

52-week contract (July 1 to June 30).

Salary determined annually on merit based upon evaluation of performance.

All insurance and other fringe benefits provided by the administrative contract.

Reimbursement for actual and necessary expenses legitimately incurred in the performance of duties and included in the budget.

- REPRESENTS ESSENTIAL FUNCTIONS

Policy Adopted: 3/13/79  
Policy Revised: 6/18/02  
KAG/ems

BOARD OF EDUCATION  
D.C. Everest Area School District  
6300 Alderson Street  
Schofield, Wisconsin 54476

JOB DESCRIPTION

TITLE: Information Systems Supervisor

REPORTS TO: Assistant Superintendent, Curriculum, Instruction and Technology

SUPERVISES: Information Systems Technician  
Print Shop Head

JOB GOAL: To assist the Assistant Superintendent, Curriculum, Instruction and Technology and the Assistant Superintendent, Business/Personnel Services in the planning, development and maintenance of district administrative and instructional information systems.

PERFORMANCE RESPONSIBILITIES:Information Systems

- \* Coordinate with Network Manager and Assistant Superintendent, Curriculum, Instruction and Technology regarding implications of installation of potential software selections on network systems.
- \* Be second level of support for users with questions regarding administrative software and systems, providing support by phone, e-mail and on-site when necessary.
- \* Serve as Project Manager for software conversions or enhancements of financial or student accounting software.
- \* Act as data base administrator of financial and student accounting systems.
- \* Organize and present training/in-service programs for groups and individuals for office automation and administrative applications.
- \* Attend regular update training on the applications in use, and bring effective concepts and tools back for use within the district.
- \* Coordinate with Network Manager on support of back-up, virus, security, and etc. applications.
- \* Develop queries for retrieval and formatting of data for system users and outside agencies.
- \* Assist the Network Manager in the implementation and maintenance of local and wide area networks.
- \* Coordinate microfiche, electronic imaging and off-line storage of administrative data.
- \* Define specifications, obtain pricing and order all custom and standard information system forms.
- \* Develop and maintain specialized PC database applications.
- \* Perform system-wide updates and rollovers as necessary.
- \* Support legacy administrative software applications.

Accounting and Reporting

- \* Coordinate the processes necessary for the electronic transfer of funds with financial institutions for payroll and tax purposes.
- \* Assist in the data collection and reporting of all state and federal electronically submitted reports.
- \* Supervise maintenance of district computer-supported census information and communicate that information to the appropriate state agencies.
- \* Coordinate the district's inventory management system.
- \* Assist in the preparation of the automated budget system.

Supervision and Evaluation

- \* Supervises the Information Systems Technician, and Print Shop Head.
- \* Assist the Assistant Superintendent, Curriculum, Instruction and Technology and the Assistant Superintendent of Business/Personnel Services in evaluation and selection of administrative software.
- \* Coordinate the acquisition, maintenance and replacement of print shop equipment.

Communication

- \* Coordinate the maintenance and modification of the district's telecommunication system.
- \* Communicate with vendors for system support.
- \* Provide information regarding system status to Assistant Superintendent, Curriculum, Instruction and Technology to allow for effective planning and decision making.
- \* Understand, support and communicate District technology standards, policies, and procedures.

Other Responsibilities

Performs other duties that are self-initiated or assigned.

QUALIFICATIONS:

Associate or college degree in computer science.

Leadership ability and ability to supervise others.

Previous experience preferred.

TERM OF EMPLOYMENT:

52 Week Contract (July 1 to June 30)

Salary determined annually on merit based upon evaluation of performance.

All insurance and other fringe benefits provided by the individual administrator contract.

Reimbursement for actual and necessary expenses legitimately incurred in the performance of duties and included in the budget.

\* REPRESENTS ESSENTIAL FUNCTIONS

Policy Adopted: 6/26/90  
Policy Revised: 3/23/99  
KAG:ems

SCHOOL BOARD  
D.C. Everest Area School District  
6300 Alderson Street  
Weston, Wisconsin 54476

JOB DESCRIPTION

TITLE: Network Manager

REPORTS TO: Information Systems Supervisor

JOB GOAL: To oversee implementation of and maintain technology infrastructure items including cabling, network equipment, and servers for both local and wide-area networks.

PERFORMANCE RESPONSIBILITIES:

- Install and support LANs, WANs, and servers (including Internet devices).
- Provide appropriate information to Information Systems Supervisor to allow for effective planning and decision making.
- Coordinate with Assistant Superintendent, Curriculum, Instruction and Technology and Information Systems Supervisor regarding implications of installation of potential software selections on network systems.
- Implement and maintain network-based messaging, scheduling, security, back-up, and virus protection applications district-wide.
- Support network integration of hardware and software applications.  
Coordinate repair of technology equipment and systems, either in-house or via outsourcing as needed.
- Assist in decision-making regarding network component purchases.
- Troubleshoot network problems.
- Attend regular update training on network hardware and software in use and bring effective concepts and tools back for use in the district.

Perform other duties that are self-initiated or assigned.

COMMUNICATION

- Work with LAN and WAN vendors to solve problems, if needed
- Coordinate and administer district's internet presence.
- Document the network topology.
- Maintain up-to-date inventory information about cabling systems, network equipment, and servers.

QUALIFICATIONS:

Knowledge of Ethernet products and protocols; familiarity with the OSI model; experience with IPX and IP and their configuration; general knowledge of LAN and WAN products and protocols; willingness to be trained in systems specific to the district. Desire to learn and keep learning! Prefer four-year degree in Computer Science and experience in a K-12 environment, plus knowledge of SNMP network management tools.

TERM OF EMPLOYMENT:

52 weeks.

Salary established annually as a base amount. Reimbursement for all actual and necessary expenses legitimately incurred in the performance of duties and included in the budget.

- REPRESENTS ESSENTIAL FUNCTIONS

Policy Adopted: 5/26/98  
Policy Revised: 7/25/05  
KAG:ems

BOARD OF EDUCATION  
D.C. Everest Area School District  
6300 Alderson Street  
Weston, Wisconsin 54476

JOB DESCRIPTION

TITLE: Webmaster

REPORTS TO: Information Systems Supervisor

JOB GOAL: To oversee implementation of and maintain technology infrastructure items including cabling, network equipment, and servers for both local and wide-area networks.

PERFORMANCE RESPONSIBILITIES:

- Perform day-to-day site maintenance.
- Assist in development of a new look and feel for web sites.
- Update web-based content or assist others to do so.
- Assist in the redevelopment, and maintenance of the Intranet.
- Advise staff and outside agencies on how to best optimize their content for online deployment.
- Set district standards for design, navigation and browser compatibility.
- Perform quality control for third party content.
- Maintain and develop web-based applications.
- Write maintainable code in appropriate formats.
- Coordinate the District's e-class site using Claroline or other appropriate online application.
- Provide training to staff members on web page creation and e-class use.
- Provide assistance and review of district public relations materials.
- Review site for hacker attempts and assist network manager to provide counter-measures to prevent attacks.
- Other duties self initiated or assigned.

QUALIFICATIONS:

Demonstrated experience with HTML, Front Page, JavaScript, SQL, and Cold Fusion and/or other current web page development software.

Demonstrated experience with desktop publishing software.

Demonstrated experience with browser compatibility issues for all platforms.

Demonstrated experience with conversion of existing images (TIFF, BMP, PSD) for online use (JPG, GIF).

TERM OF EMPLOYMENT:

52 weeks.

Salary established annually as a base amount. Reimbursement for all actual and necessary expenses legitimately incurred in the performance of duties and included in the budget.

- REPRESENTS ESSENTIAL FUNCTIONS

Policy Adopted: 11/22/05  
 Policy Revised:  
 KAG:ems

SCHOOL BOARD  
 D.C. Everest Area School District  
 6300 Alderson Street  
 Weston, Wisconsin 54476

JOB DESCRIPTION

TITLE: Information Systems Specialist

REPORTS TO: Information Systems Supervisor

JOB GOAL: To assist the Information Systems Supervisor in the implementation and maintenance of district information systems.

PERFORMANCE RESPONSIBILITIES:

- Monitor system performance and operations.
- Perform procedures required for system backup.
- Document procedures necessary to complete information systems tasks.
- Document system user information.
- Answer users' requests for help and respond appropriately.
- Solve common hardware and software problems or refer to next level of support as needed.
- Install and configure software and network interface devices.
- Assist the network manager in the configuration and administration of local and wide area networks.
- Provide support for Administration Building computer systems.
- Provide support for district-wide networked applications.
- Attend regular update training on the applications in use, and bring effective concepts and tools back for use within the district.
- Understand, support, and communicate district technology standards, policies, and procedures.
- Maintain user and technology inventory information for the Administration Building.
- Create and maintain system user accounts and security badges.
- Monitor and maintain the user requests tracking system.

Communication

- Assist in on-site training for administrative software applications.
- Keep the technology staff apprised of the current status of system operation.
- Contact system vendors for maintenance as necessary.

Other Responsibilities

Performs other duties that are self-initiated or assigned.

QUALIFICATIONS:

Two year associate degree in information systems from an accredited technical college (or better) is required.

Experience of two years or more is preferred.

TERMS OF EMPLOYMENT:

52 weeks

- REPRESENTS ESSENTIAL FUNCTIONS

Policy Adopted: 9/27/83  
 Policy Revised: 7/25/05  
 KAG:ems

BOARD OF EDUCATION  
 D.C. Everest Area School District  
 6300 Alderson Street  
 Weston, Wisconsin 54476

JOB DESCRIPTION

TITLE: Building Systems Support Technician

REPORTS TO: Information Systems Supervisor

JOB GOAL: To assist the building staff by the installation and maintenance of technology-related hardware, software and networking systems.

PERFORMANCE RESPONSIBILITIES:Local Area Network System

- Install, configure, and upgrade computer systems.
- Diagnose and troubleshoot common symptoms and problems associated with hardware, software, and the local area network or refer to next level of support as needed.
- Perform preventive maintenance on building computer components.
- Install, configure and maintain building printers.
- Install memory upgrades.
- Configure and maintain network connections.
- Maintain equipment inventory for assigned buildings.
- Manage network and workstation security.
- Install software programs.
- Attend regular update training on the applications in use, and bring effective concepts and tools back for use within the district.
- Attend regular update training on the applications in use, and bring effective concepts and tools back for use within the district.
- Perform basic troubleshooting with user telephone sets and voice mail.
- Perform other duties as assigned.

Communication

- Assist students and staff with computer projects.
- Work with network manager and information systems specialist on workstation and networking issues.
- Organize and present technology staff development sessions.

QUALIFICATIONS:

Two years experience or more in a networked computer setting and/or demonstration of ability to perform tasks as described.

TERMS OF EMPLOYMENT:

52 Weeks

- REPRESENTS ESSENTIAL FUNCTIONS

Policy Adopted: 3/23/99  
 Policy Revised: 7/25/05  
 KAG:ems

BOARD OF EDUCATION  
 D.C. Everest Area School District  
 6300 Alderson Street  
 Weston, Wisconsin 54476

JOB DESCRIPTION

TITLE: District Systems Support Technician

REPORTS TO: Information Systems Supervisor

JOB GOAL: To assist the building staff by the installation and maintenance of technology-related hardware, software and networking systems.

PERFORMANCE RESPONSIBILITIES:Local Area Network System

- Install, configure, and upgrade computer systems.
  - Diagnose and troubleshoot common symptoms and problems associated with hardware, software, and the local area network, or refer to next level of support as needed.
  - Perform preventive maintenance on building computer components.
  - Provide secondary level support to building level System Support Technicians.
  - Install, configure and maintain building printers.
  - Install, configure and maintain the hardware and software for the district's automated lunch accounting software.
  - Install memory upgrades.
  - Configure and maintain network connections.
  - Perform basic troubleshooting with user telephone sets and voice mail.
  - Attend regular update training on the applications in use, and bring effective concepts and tools back for use within the district.
  - Maintain software inventory and licenses.
  - Manage network and workstation security.
  - Maintain equipment inventory for assigned buildings.
  - Install software programs.
  - Assist in the maintenance of the district's technology inventory information.
- Perform other duties as assigned.

Communication

- Assist students and staff with computer projects.
- Work with network manager and information systems specialist on workstation and networking issues.
- Organize and present technology staff development sessions.

QUALIFICATIONS:

Two years experience or more in a networked computer setting and/or demonstration of ability to perform tasks as described.

TERMS OF EMPLOYMENT:

52 Weeks

- REPRESENTS ESSENTIAL FUNCTIONS

Policy Adopted: 7/25/05

Policy Revised:

KAG:ems

BOARD OF EDUCATION  
D.C. Everest Area School District  
6300 Alderson Street  
Weston, Wisconsin 54476

JOB DESCRIPTION

TITLE: Technology Secretary

REPORTS TO: Assistant Superintendent, Curriculum, Instruction and Technology

JOB GOAL: To perform confidential, skilled office work calling for considerable individual judgment. Must have initiative and have specialized capabilities to carry out established procedures and regulations.

PERFORMANCE RESPONSIBILITIES:

- Prepares budget and keeps budget records for the Technology Department.  
Orders and maintains Technology Office supplies as needed and supplies for other areas as requested.
- Obtains, gathers and organizes pertinent data for local, state and federal reports and grants.
- Types a variety of materials such as correspondence, reports, charts, district forms, and other material from rough drafts or a corrected copy for the Assistant Superintendents of Business/Personnel Services and Curriculum, Instruction and Technology and other administrators as the need arises.
- Takes notes and/or dictation of various types including correspondence, reports, notices and recommendations.
- Organizes and maintains an appropriate filing system.
- Places and receives telephone calls and records messages.
- Answers correspondence without dictation in accordance with the supervisor's instructions.
- Composes and/or types software documentation as directed.
- Uses desktop publishing software to prepare a variety of documents including lengthy documents, calendars, and brochures.  
Prepares documents for mailing and/or presentation.  
Organizes and tracks software licenses throughout the district.  
Organizes staff development logistics including room reservations, photocopying, preparation of instructor materials, refreshments, etc.  
Receives, routes, and places telephone calls.  
Provides support for the switchboard.
- Creates/updates web pages as directed.
- Transcribes dictation of various types.  
Performs other duties as assigned.

QUALIFICATIONS:

High school graduation or its equivalent with courses in office methods, procedures and organization.

Proficient in Microsoft Office applications.

Proficient in Business English and spelling.

Able to transcribe dictated information.

Proficient in preparation and organization of reports and documents.

Able to keyboard efficiently and accurately.

Able to troubleshoot basic computer and printing problems.

Able to operate basic office machines.

Must be detail oriented.

Excellent oral, written, and network communication skills.

Able to meet the public easily, in person or through telephone contacts.

Able to establish and maintain effective working and public relationships.

Able to follow complex written and oral instructions.

Capable of designing and implementing office practices and procedures.

Able to handle sensitive information in a confidential manner.

DESIRABLE TRAINING AND EXPERIENCE:

Responsible secretarial and office work experience.

Knowledge of computer applications.

Capable of supervising the work of others.

TERM OF EMPLOYMENT:

52 weeks.

- REPRESENTS ESSENTIAL FUNCTIONS

Policy Adopted: 1/29/02  
Policy Revised:  
KAG:ems

SCHOOL BOARD  
D.C. Everest Area School District  
6300 Alderson Street  
Weston, Wisconsin 54476

## **Appendix H**

### **Technology Rubric**

❖ Evidence of Technology Integration Rubric

## Evidence of Technology Integration Rubric

	Minimal	Basic	Proficient	Advanced
<b>Evidence of technology use</b>	Few, if any, students use technology tools to complete the lesson/unit.	Project evidence includes typing a paragraph; only using one piece of technology; basic data entry, Google searching, etc.	There is evidence of graphing, data interpretation, or analysis. Students use peripherals such as probes, cameras, scanners, graphing calculators, mini or handheld computers to enter and/or communicate information.	There is evidence of students collaborating to access, manage, integrate, evaluate, and create information. Problems are solved as a result of the use of technology. Students communicate their knowledge using a variety of media-rich technologies.
<b>Shows link to content standards and to 21<sup>st</sup> Century Skills</b>	Standards and indicators are cited with little or no connection to this specific lesson/unit.	Standards and indicators are cited to align with traditional teacher-led content. There is little or no connection to 21 <sup>st</sup> Century Skills.	Lesson objectives are inquiry based and tied to specific standards and indicators. Information is managed from a wide variety of sources. Students understand how to use a variety of media creation tools.	Lesson objectives are inquiry based and tied to specific standards and indicators. Students help design lessons and indicators that meet the standards. Students demonstrate an understanding of the ethical/legal issues surrounding the access and use of information technologies.
<b>Learner-centered lesson or unit</b>	The teacher does all of the work.	The teacher presents the information and then lets the students work on an assignment. The teacher's location in the room is static.	The teacher gives background information related to a big question and poses a set of essential questions for the students to answer. The teacher provides the framework for the assignment. Teacher moves around room helping individuals and groups.	The teacher gives background information related to a big question and poses a set of essential questions for the students to answer. The students determine where to look for the answers to the questions and what form the answers will take. Teacher encourages and facilitates questions as they arise.
<b>Curriculum based, not technology based</b>	Technology is used just because it is available.	The teacher promotes the use of drill and practice programs for a specific subject area. All students do the same activities.	The teacher plans appropriate technology strategies that make sense for the topic being studied. There is evidence that the students are engaged in the subject matter more than in the technology being used.	There is evidence of collaboration between teachers. The technology is used to connect curricular areas. Multiple teachers evaluate the end product. Assessment is ongoing and in various formats.

*Created by Lois M. Alt, Ed.D. 2001  
Revised 2004, 2007, 2010, 2011*